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ABSTRACT

A project assessed the impact of 21 vocational programs funded for displaced homemakers (DHs) in Pennsylvania during the three-year period 1979-80 through 1981-82. To determine whether the programs focused on priority solutions for the problems of the target population, a review of project proposals and final reports was conducted, and self-reporting questionnaires were mailed to project directors and 345 DH program post-participants. On-site visitations were made to five projects from each of the three funding years, and indepth interviews were conducted with the program coordinator and one to five program participants. Counseling and skill preparation services provided by DH projects resulted in educational and/or career placements for 93 percent of the target population. Program priorities coincided with Federal legislative guidelines for DH programming. Of the DH program participants who returned questionnaires, 47 percent rated their programs as excellent, 25 percent as very good, and only 3 percent as poor. DH programming met the immediate needs of 86 percent of the target population. Of the average per client expenditure of $271 over the three-year survey period, 74 percent was supplied by the Pennsylvania Department of Education. (Instruments are appended.) (YLB)

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Research Coordinating Unit for Vocational Education
Bureau of Vocational Education
Pennsylvania Department of Education

RESEARCH REPORT

This research report was performed pursuant to an agreement between the Pennsylvania Department of Education, Bureau of Vocational Education Research Coordinating Unit, Harrisburg, Pennsylvania, and the University of Pittsburgh, Department of Vocational Education. The contractors were encouraged to express their professional judgment freely in the contracting of the project. The conclusions and recommendations stated herein do not necessarily represent the position or policy of the Pennsylvania Department of Education, Bureau of Vocational and Adult Education or its staff.

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FINAL REPORT

ASSESSMENT OF THE IMPACT OF THE BUREAU OF VOCATIONAL EDUCATION'S PROGRAM FOR DISPLACED HOMEMAKERS

for

Research Coordinating Unit for Vocational Education
Bureau of Vocational Education
Pennsylvania Department of Education
333 Market Street
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September 30, 1984

ABSTRACT

Project Title: ASSESSMENT OF THE IMPACT OF THE BUREAU OF VOCATIONAL EDUCATION'S PROGRAM FOR DISPLACED HOMEMAKERS

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(Contract Number 83-4009)

$18,045.00
10/15/83 - 6/30/84

The purpose of this project was to assess the impact of the Bureau of Vocational Education's Programs for Displaced Homemakers for funding years 1979-80, 1980-81 and 1981-82.

Objectives

1.0 To determine whether activities supported by the state agency focused on priority solutions for the problems of the target population.

2.0 To identify how priorities of the target population were determined and validated.

3.0 To determine whether and to what extent the needs of the target population have been met.

4.0 To determine whether the funding strategies provided by the state agency focused on an equitable distribution of available displaced homemaker funds.

5.0 To identify alternative funding sources available to those programs completing the third year of the state's three-year funding cycle.

6.0 To determine whether and to what extent the effect of the application/ratings/base ranking procedures determine the quality of proposals being funded or not funded.

7.0 To determine what happens to displaced homemakers exiting formal training programs.

8.0 To identify the efforts made to develop a statewide network to provide services for displaced homemakers.

Outcomes

1. A thorough review of the displaced homemaker projects funded during the period 1979-80, 1980-81 and 1981-82.

2. On-site visitations to a representative sample of displaced homemaker projects.

3. An analysis of the placement record of the displaced homemakers exiting the funded programs.

4. An assessment of the stability of displaced homemaker programs after completion of the three-year cycle of state funding.

5. An analysis of the PDE funding strategies and an assessment of their impact on the quality of services for displaced homemakers.

Published Materials

Final Report

FORWORD

The appreciation of the project team must be expressed to a large number of people whose cooperation was central to the completion of this study.

The advice and assistance of Dr. Anne C. Ahearn, Coordinator of Displaced Homemaker Programs for the Pennsylvania Bureau of Vocational and Adult Education, was invaluable. Dr. Clarence Dittenhafer, Project Monitor for the Bureau's Research Coordinating Unit, and other members of the Bureau staff were also sources of valuable help.

The Coordinators of the Pennsylvania Department of Education's Displaced Homemaker Programs throughout the Commonwealth were exceptionally helpful, particularly those whose time was fruitfully called upon for interviews and assistance in arranging for the team to meet with women who had completed their Displaced Homemaker programs. The Coordinators and post-participants who completed questionnaires and gave of their time and perceptions during interviews were, of course, the core of the study.

The project team is also most appreciative of the cooperation of colleagues in the University of Pittsburgh's Department of Vocational Education and, understandably, the excellent work of the secretarial staff.

Our sincere thanks to all who helped

University of Pittsburgh
Department of Vocational Education
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TABLE OF CONTENTS

Page

ABSTRACT i

FORWORD ii

LIST OF TABLES. . . . . v-vii

LIST OF FIGURES viii

I. INTRODUCTION. 1
Purpose of the Study 4
Objectives 4
Background Information 5
Composition of the Report. 11

II. METHODOLOGY 12
Scope of the Work. 12
Design of the Study. 13
Population and Sample. 14
Data Collection. 15

III. ANALYSIS OF THE DATA. 20
Impact Assessment Matrix 20
Program Coordinator's Self-Reporting Questionnaire 45
Postsecondary Settings. 45
Secondary Settings. 77
Displaced Homemaker Program Post-Participants Self-Reporting Questionniare 96
Displaced Homemaker Program Coordinators On-Site Interviews 100
Displaced Homemaker Completers, On-Site Interviews 105

IV. SUMMARY 107
Review of Proposals/Final Reports. 108
Program Coordinator's Self-Reporting Questionnaire 110
Displaced Homemaker Program Participant Self-Reporting Questionnaire. 113
Displaced Homemaker Program Coordinators, On-Site Interviews 114
Displaced Homemaker Participants, On-Site Interviews 116

V. RECOMMENDATIONS 122

APPENDICES. 124
A. Displaced Homemaker Program Impact Assessment Matrix, Postsecondary. 126
B. Displaced Homemaker Program Impact Assessment Matrix, Secondary. 131
C. Displaced Homemaker Program, Director Survey Instrument. . 136
D. Displaced homemaker Program, Post-Participant Survey Instrument. 146

TABLE OF CONTENTS (Continued)

Page

E. Displaced Homemaker Program Coordinator Interview Guide. 152
F. Displaced Homemaker Program Post-participant Interview Guide 156

LIST OF TABLES

Table		Page
1	Displaced Homemaker Program Impact Assessment Matrix, Postsecondary 1979-80	
	Program Funding Data	29
	Staff and Program Management	30
	Types of Services Provided	31
	Program Demographics	32
2	Displaced Homemaker Program Impact Assessment Matrix, Postsecondary 1980-81	
	Program Funding Data	33
	Staff and Program Management	34
	Types of Services Provided	35
	Program Demographics	36
3	Displaced Homemaker Program Impact Assessment Matrix, Postsecondary 1981-82	
	Program Funding Data	37
	Staff and Program Management	38
	Types of Services Provided	39
	Program Demographics	40
4	Displaced Homemaker Program Impact Assessment Matrix, Secondary 1981-82	
	Program Funding Data	41
	Staff and Program Management	42
	Types of Services Provided	43
	Program Demographics	44
5	Number of Displaced Homemakers Served in Postsecondary Settings, 1979-80, 1980-81, 1981-82	46
6	Displaced Homemaker Program Funding Sources and Amounts, Postsecondary Settings, 1979-80, 1980-81, 1981-82	47
7	Categories of Displacement, Postsecondary Settings, 1979-80, 1980-81, 1981-82	49
8	Age Description of Displaced Homemakers Served, Postsecondary Settings, 1979-80, 1980-81, 1981-82	51
9	Race Description of Displaced Homemakers Served, Postsecondary Settings, 1979-80, 1980-81, 1981-82	52
10	Socio-Economic Background of Displaced Homemakers Served, Postsecondary Settings, 1979-80, 1980-81, 1981-82	53
11	Residential Area of Displaced Homemakers Served, Postsecondary Settings, 1979-80, 1980-81, 1981-82	55

LIST OF TABLES (Continued)

Table		Page
12	Efforts Made to Create A Statewide Network and the Development of Displaced Homemaker Programming Materials, Postsecondary Settings, 1979-80, 1980-81, 1981-82.	56
13	Operation Schedule During Displaced Homemaker Programming, Postsecondary Settings, 1979-80, 1980-81, 1981-82.	58
14	Workshops/Seminars Displaced Homemaker Programming, Postsecondary Settings, 1979-80, 1980-81, 1981-82.	59
15	Counseling Components Included in the Displaced Homemaker Programming, Postsecondary Settings, 1979-80, 1980-81, 1981-82.	61
16	Skill Preparation Components Included in Displaced Homemaker Programming Postsecondary Settings, 1979-80, 1980-81, 1981-82	63
17	Support Activities In Displaced Homemaker Programming Postsecondary Settings, 1979-80, 1980-81, 1981-82.	65
18	Methods of Advertising for Displaced Homemaker Programming Postsecondary Settings, 1979-80, 1980-81, 1981-82.	67
19	Displaced Homemaker Program Staff, Postsecondary Settings, 1979-80, 1980-81, 1981-82.	69
20	Educational Background, Displaced Homemaker Staff Postsecondary Settings, 1979-80, 1980-81, 1981-82.	70
21	Follow-up Activities Conducted After the End of the Funded Program Year, Postsecondary Settings, 1979-80, 1980-81, 1981-82	72
22	Status of Displaced Homemakers Six Months After Participation, Postsecondary Settings, 1979-80, 1980-81, 1981-82	74
23	Number of Displaced Homemakers Served in Secondary Settings, 1981-82.	77
24	Displaced Homemaker Funding Sources and Amounts, Secondary Settings, 1981-82.	78
25	Categories of Displacement, Secondary Settings, 1981-82.	79
26	Age Description of Displaced Homemakers Served, Secondary Settings, 1981-82.	80

LIST OF TABLES (Continued)

Table		Page
27	Socio-Economic background of Displaced Homemakers Served, Secondary Settings, 1981-82.	82
28	Residential Area of Displaced Homemakers Served, Secondary Settings, 1981-82.	83
29	Efforts Made to Create a Statewide Network and the Development of Displaced Homemaker Programming Materials Secondary Settings, 1981-82.	85
30	Operation Schedule During Displaced Homemaker Programming, Secondary Settings, 1981-82.	86
31	Workshops/Seminars During Displaced Homemaker Programming, Secondary Settings, 1981-82.	87
32	Skill Preparation Components Included in Displaced Homemaker Programming, Secondary Settings, 1981-82 . . .	89
33	Support Activities Included in Displaced Homemaker Programming, Secondary Settings, 1981-82	91
34	Methods of Advertising for Displaced Homemaker Programming, Secondary Settings, 1981-82.	91
35	Displaced Homemaker Program Staff, Secondary Settings, 1981-82.	92
36	Educational Background, Displaced Homemaker Staff, Secondary Settings, 1981-82.	93
37	Status of Displaced Homemakers Six Months After Participation, Secondary Settings, 1981-82	95
38	Advertising Media That Attracted Displaced Homemakers to Postsecondary and Secondary Settings, 1979-80, 1980-81, 1981-82	98
39	Post-Participant Status After Displaced Homemaker Programming, Postsecondary and Secondary Settings, 1979-80, 1980-81, 1981-82.	99

LIST OF FIGURES

Figure		Page
1	County Census of Displaced Homemakers in Pennsylvania in 1982.	2
2	(PDE) Displaced Homemaker Programs, Postsecondary Settings, 1979-80, 1980-81, 1981-82.	7
3	(PDE) Displaced Homemaker Programs, Secondary Settings, 1981-82.	8
4	Displaced Homemaker Program Location, Postsecondary and Secondary Settings, 1979-80, 1980-81, 1981-82.	9
5	Postsecondary and Secondary Locations of PDE-Funded Displaced Homemaker Projects in Pennsylvania 1979-80, 1980-81, 1981-82.	10 & 11

CHAPTER I

INTRODUCTION

The Displaced Homemaker Act of 1977 (P.L. 94-482) evolved from national recognition that, with the death or disability of a spouse or because of divorce or separation, the homemaker is forced in the role of being the provider for self and family. An estimated three million Americans have been forced into this new role of "displaced homemaker," who, according to the term as defined in Section 3 of the Displaced Homemaker Act, includes any individual who:

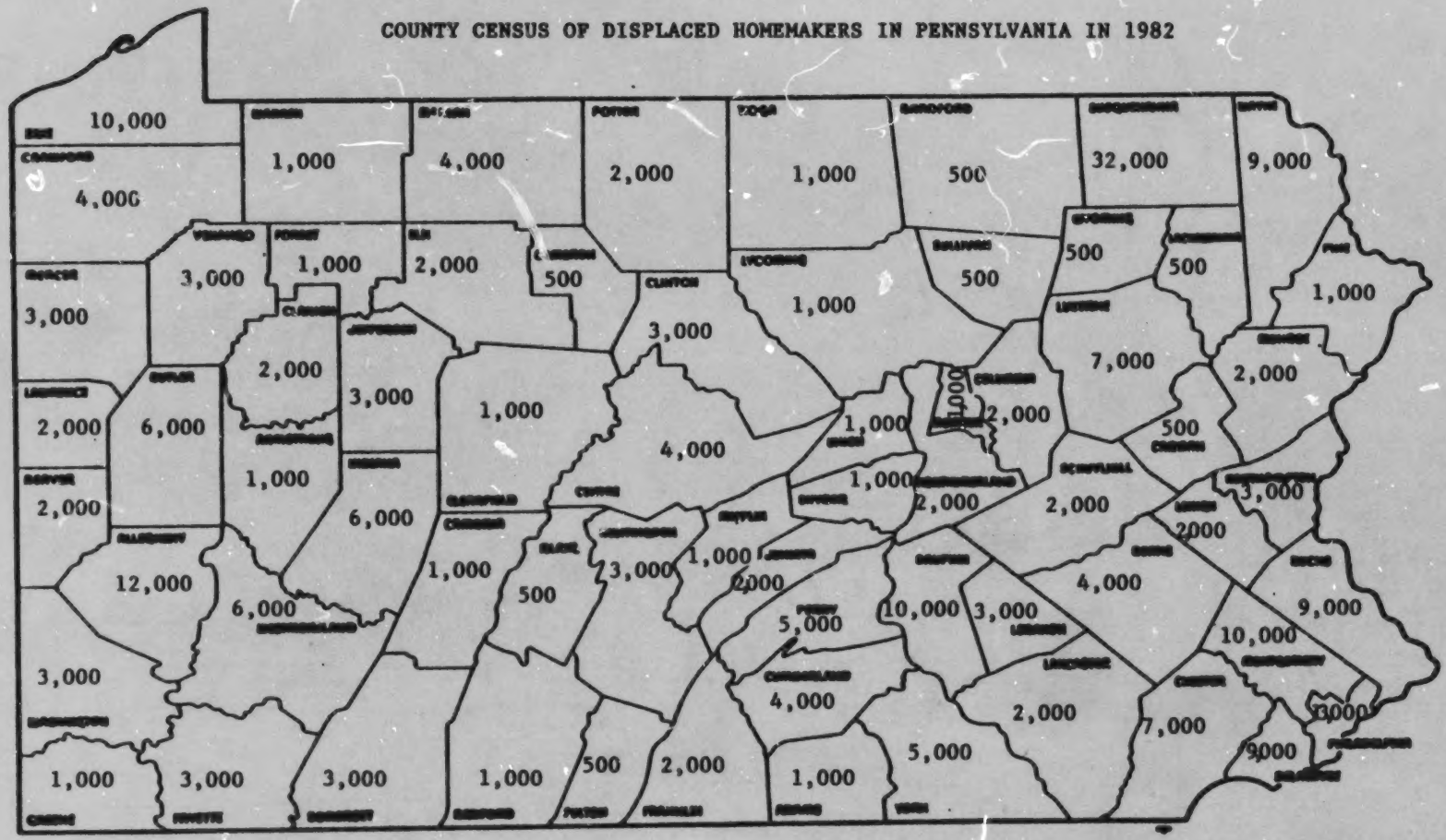
(a) has worked in the home for a substantial number of years providing unpaid household services for family members;
(b) is not gainfully employed;
(c) has had, or would have, difficulty in securing employment;
(d) has been dependent on the income of family member but is no longer supported by such income;
(e) has been dependent on federal assistance or spousal support but whose children are within two years of reaching their majority;
(f) has been underemployed, or a part-time worker.[1]

Such homemakers commonly have three major obstacles to self-sufficiency and productive membership in society: low confidence in themselves, no idea how to get a job, and no marketable skills. Legislators and educators alike recognized that displaced homemakers represent a sizeable group to be included in any economic development effort, an effort of particular importance in Pennsylvania where, statewide, unemployment has been a deterrent to economic development.

In Pennsylvania, where a 1982 survey[2] found 212,000 persons of age 35 and over who fit the definition of displaced homemakers (see Figure 1), the displaced homemaker thrust has been supported through economic development funds targeted for the group. These funds are provided to establish or expand centers which provide new or additional supportive services and instruction for displaced homemakers to assist them to overcome barriers

Figure 1

COUNTY CENSUS OF DISPLACED HOMEMAKERS IN PENNSYLVANIA IN 1982



that prevent them from becoming independent, employable individuals. The centers now provide programs designed to enable displaced homemakers to:

- Develop a positive self-concept;
- Develop single survival skills;
- Take responsibility for directing their lives;
- Assess work interests, skills, needs and values;
- Explore both nontraditional and traditional occupations;
- Make career decisions and plans;
- Train for an occupation(s) that matches interests and aptitudes;
- Organize for the dual role of homemaker and wage earner;
- Obtain a job; and
- Plan for their future.[3]

The Guidelines for the Distribution of Federal Funds in Pennsylvania provided for the distribution of displaced homemaker funds by attempting to (1) address the needs of the client population and (2) provide for an equitable distribution of the available funds. Funding equity was addressed via a "needs" formula which is utilized in allocating other categories of vocational funds. Numerous factors are incorporated into the compilation of the formula with the assumption that those with the greatest need will receive a larger proportion of the funds.

After several years of utilization of the aforementioned formula for distributing vocational funds for displaced homemaker programs, the Pennsylvania Department of Education is seeking evidence of whether procedures have been productive in accomplishing programmatic objectives.

This study, "Assessment of the Impact of the Bureau of Vocational Education's Program for Displaced Homemakers," was conducted for the Penn-

sylvania Department of Education's Research Coordinating Unit for Vocational Education by the University of Pittsburgh's Department of Vocational Education.

Purpose of the Study

The purpose of the study was to examine the extent to which two categories of funding (secondary and postsecondary schools) were successful in accomplishing the objectives of the funding during Fiscal Years 1979-80, 1980-81, and 1981-82. Specifically, the study sought to determine:

1. If the present strategy of funding resulted in significant, lasting improvements in the capacity of vocational education programs in Pennsylvania, enabling them to significantly impact upon the problems of the displaced homemaker;
2. If these efforts impacted on direct recipients of the services but need to be continued as long as the displaced homemaker characterizes our culture; and
3. If the expenditure of funds for target populations should remain constant or whether new strategies are necessary.

Objectives

In order to assess the impact of vocational programs funded for displaced homemakers in Pennsylvania during a three-year period (1979-80, 1980-81, and 1981-82), the following objectives were addressed:

1.0 To determine whether activities supported by the state agency focused on priority solutions for the problems of the target population.

2.0 To identify how priorities of the target population were determined and validated.

3.0 To determine whether and to what extent the needs of the target population had been met.

4.0 To determine whether the funding strategies provided by the state agency focused on an equitable distribution of available displaced homemaker funds.

5.0 To identify alternative funding sources available to those programs completing the third year of the state's three-year funding cycle.

6.0 To determine whether and to what extent the effect of the application/ratings/base ranking procedures determine the quality of proposals being funded or not funded.

7.0 To determine what happens to displaced homemakers exiting formal training programs.

8.0 To identify the efforts made to develop a statewide network to provide services for displaced homemakers.

Background Information

As shown in Figures 2 and 3, evidence was found for 32 displaced homemaker projects funded by the Pennsylvania Department of Education (PDE) during the three funding years, 1979-80, 1980-81, 1981-82, of displaced homemaker programming. Twenty-five of these projects were conducted in postsecondary settings and seven were conducted in area vocational-technical schools (AVTSs).

According to available records, nine postsecondary displaced homemaker projects were funded during fiscal year 1979-80: Allegheny County Community College - North; Allegheny County Community College - South; Bucks County Community College (two projects); Butler County Community College; Luzerne County Community College; Philadelphia Community College; Williamsport Area Community College; and Reading Area Community College.

During Fiscal Year 1980-81, seven postsecondary displaced homemaker projects were funded: Allegheny County Community College - North; Allegheny

County Community College - South; Bucks County Community College; Butler County Community College; Keystone Junior College; Luzerne County Community College; and Westmoreland County Community College.

Nine postsecondary displaced homemaker projects were funded in 1981-82: Allegheny County Community College - North; Allegheny County Community College - South; Allegheny County Community College - Ridge Avenue; Bucks County Community College; Butler County Community College; Keystone Junior College; Penn State - Capitol Campus; Philadelphia Community College; and Northampton County Community College.

In 1981-82, displaced homemaker funding was extended for the first time to secondary settings and centers were established at: Altoona AVTS; Centre County AVTS; Crawford County AVTS; Forbes Road AVTS; Greater Johnstown AVTS; Pittsburgh School District (Connelley Skill Learning Center); and York County AVTS.

Figures 2 and 3 also indicate the amount of PDE funding for each of the 32 displaced homemaker programs conducted in 13 postsecondary schools and seven secondary schools for the funding years 1979-80, 1981-82 and 1982-83. The program names, addresses, and project coordinators, if available, are also listed.

Fifteen of the displaced homemaker projects funded between 1979-80 and 1981-82 were located in the western region of Pennsylvania, four were located in the central region, and 13 were located in the eastern region of the state. Figure 4 is a map that displays the regions and approximate locations of the postsecondary and secondary programs that were funded by PDE. Figure 5 is the list of schools, with city and county location and funding years, keyed by number to the Figure 4 map.

Figure 2

(PDE) DISPLACED HOMEMAKER PROGRAMS
POSTSECONDARY SETTINGS, 1979-80, 1980-81, 1981-82

N	Project No.	Fiscal Year	PDE Funding	Address	Project Coordinator	Program Name
1.	75-0002	(79)	$15,074	Allegheny County Community College Center-North 111 Pines Plaza 1130 Perry Highway Pittsburgh, PA 15237	No Record	Displaced Homemaker Counseling Center
2.	75-1002	(80)	15,150			
3.	75-2003	(81)	11,139			
4.	75-0003	(79)	14,000	Allegheny County Community College Center-South 1750 Clairton Road West Mifflin, PA 15122	Barbara Parees	Brader Adult Center
5.	75-2001	(81)	23,301			
6.	75-1005	(80)	14,930	Allegheny County Community College 808 Ridge Avenue Pittsburgh, PA 15212	Janice Kelly	The Women's Center
7.	75-2002	(81)				
8.	75-9801	(79)	10,418	Bucks County Community College Newtown, PA 18940	Nell Bowers	Stepping Stones-A program for DH
9.	75-0803	(80)	13,940			
10.	75-2006	(81)	9,496			
11.	75-9802	(79)	7,915	Bucks County Community College	No Record	Secretary Refresher Course
12.	75-9803	(79)	21,113	Butler County Community College College Drive Oak Hills Butler, PA 16001	Sue Bennett	Bridges to Work for DH
13.	75-1001	(80)	20,053			
14.	75-2007	(81)	21,446			
15.	75-0801	(80)	15,784	Keystone Junior College LaPlume, PA 18440	No Record	Weekender Vocational Support Program for DH (Women in Transition)
16.	75-2005	(81)	19,998			
17.	75-0-06	(79)	21,200	Luzerne County Community College Prospect St. & Middle Rd. Nanticoke, PA 18634	Maureen Ambrose	Secretary/Nursing Refresher Course
18.	75-1003	(80)	25,000			
19.	75-2004	(81)	14,551	Northampton County Community College 3835 Green Pond Road Bethlehem, PA 18017	Joyce Morgan	Northampton Displaced Homemaker Program
20.	75-1802	(81)	30,773	Penn State - Capitol Campus Crag Building Middletown, PA 17057	Dr. Kathryn Towns	Blue Collar Skills for Displaced Homemaker
21.	75-0005	(79)	25,119	Philadelphia Community College 1700 Spring Garden Street Philadelphia, PA	Lynette Brown	Displaced Homemaker Center HELP (Homemakers Entering Learning Project)
22.	75-1001	(81)	32,000			
23.	75-0001	(79)	22,417	Reading Area Community College Box 1706 Reading, PA 19603	No Record	Women's Career Development for Displaced Homemakers
24.	75-1002	(80)	12,857	Westmoreland County Community College Youngwood, PA 15697	No Record	Displaced Homemaker Employment Skills Training
25.	75-0004	(79)	16,755	Williamsport Area Community College 1005 West Third Street Williamsport, PA 17701	Susan Halverstadt	New Options for Displaced Homemakers

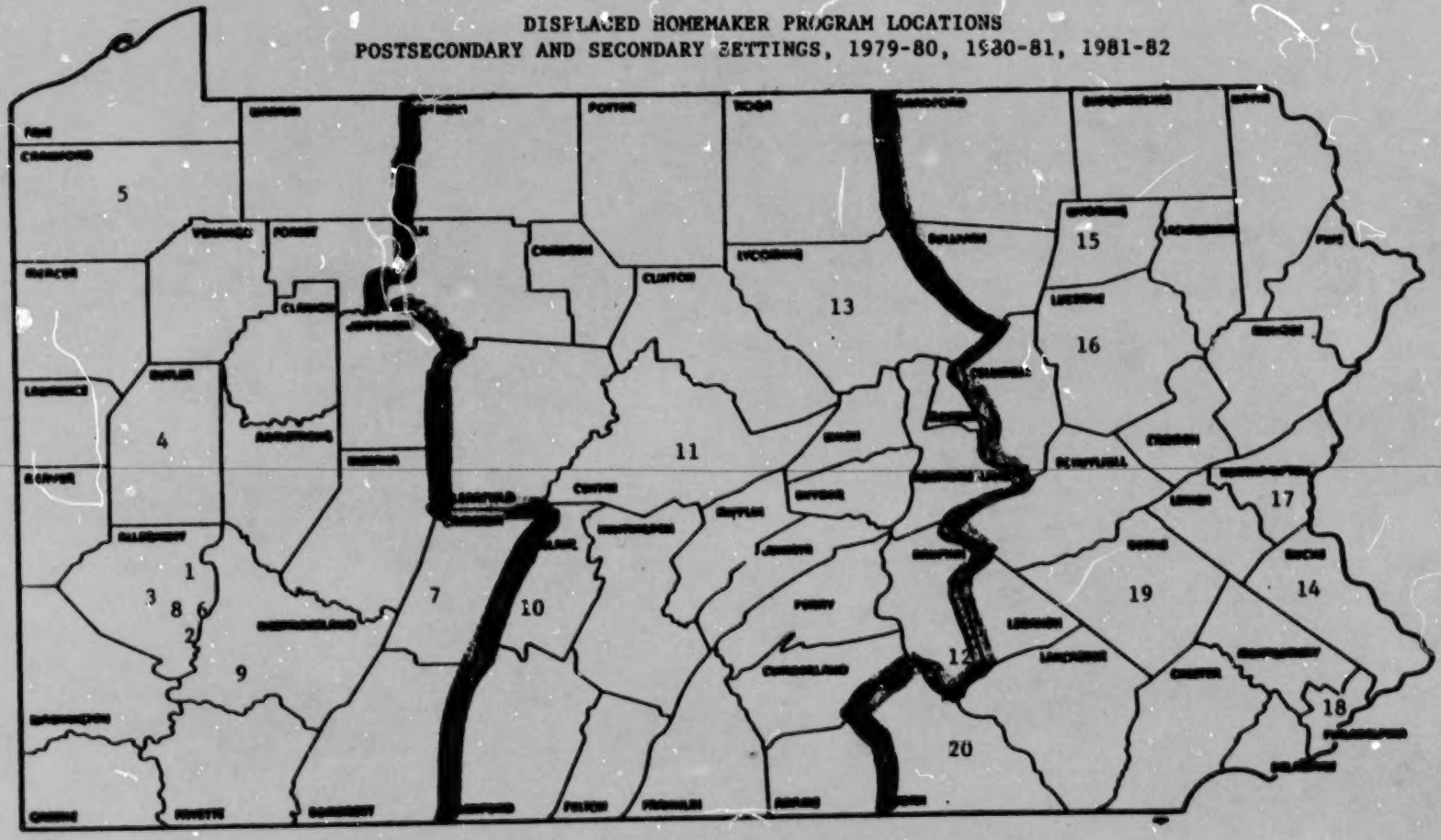
Figure 3

(PDE) DISPLACED HOMEMAKER PROGRAMS
SECONDARY SETTINGS, 1981-82

N	Project No.	Fiscal Year	PDE Funding	Address	Project Coordinator	Program Name
1.	06-2005	(81)	$67,388	Altoona AVTS 1500 Fourth Avenue Altoona, PA 16603	Edith Walker	Women's Outreach Programs
2.	06-2001	(81)	34,595	Centre County AVTS Pleasant Gap, PA 16823	Edie Gordon	REACH (Regional Effort to Aid Centre County Homemakers)
3.	06-2004	(81)	36,667	Crawford County AVTS 8603 Thurston Road Meadville, PA 16335	Gwen Koltoff	Displaced Homemaker Center
4.	06-2006	(81)	35,177	Forbes Road East AVTS Beatty & Cooper Roads Monroeville, PA 15146	Pat Wadlow	Displaced Homemaker Center
5.	06-2003	(81)	37,656	Greater Johnstown AVTS 445 Schoolhouse Road Johnstown, PA 15904	No Record	Second Wind
6.	06-2002	(81)	52,435	Pittsburgh School District Connelley Skill Center 341 South Bellefield Ave Pittsburgh, PA 15213	Patricia McCormick	Displaced Homemaker Center
7.	06-2007	(81)	41,997	York County AVTS RD #3 Glen Rock, PA 17327	Marla Butcher	Displaced Homemaker Center

Figure 4

DISPLACED HOMEMAKER PROGRAM LOCATIONS
POSTSECONDARY AND SECONDARY SETTINGS, 1979-80, 1980-81, 1981-82



Western Region Central Region Eastern Region

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Figure 5

POSTSECONDARY AND SECONDARY LOCATIONS OF
PDE-FUNDED DISPLACED HOMEMAKER PROJECTS IN PENNSYLVANIA,
1979-80, 1980-81, 1981-82

School Name	County	City	Fiscal Years 79-80 N	80-81 N	81-82 N
Western Region					
1. Allegheny County Community College Center - North	Allegheny	Pittsburgh	1	1	1
2. Allegheny County Community College Center - South	Allegheny	West Mifflin	1	1	-
3. Allegheny County Community College	Allegheny	Pittsburgh	-	1	1
4. Butler County Community College	Butler	Butler	1	1	1
5. Crawford County AVTS	Crawford	Meadville	-	-	1
6. Forbes Road East AVTS	Allegheny	Monroeville	-	-	1
7. Greater Johnstown AVTS	Cambria	Johnstown	-	-	1
8. Pittsburgh School District-Connelley Skill Learning Center	Allegheny	Pittsburgh	-	-	1
9. Westmroeland County Community College	Westmoreland	Youngwood	-	1	-
Central Region					
10. Altoona AVTS	Blair	Altoona	-	-	1
11. Centre County AVTS	Centre	Pleasant Gap	-	-	1
12. Penn State - Capitol Campus	Dauphin	Middletown	-	-	1
13. Williamsport Area Community College	Lycoming	Williamsport	1	-	-
Eastern Region					
14. Bucks County Community College	Bucks	Newtown	2	1	1
15. Keystone Junior College	Wyoming	La Plume	-	1	1
16. Luzerne County Community College	Luzerne	Nanticoke	-	1	1

Figure 5 (continued)

School Name	County	City	Fiscal Years 79-80 N	80-81 N	81-82 N
Eastern Region (cont.)					
17. Northampton County Community College	Northampton	Bethlehem	-	-	1
18. Philadelphia Community College	Philadelphia	Philadelphia	1	-	1
19. Reading Area Community College	Berks	Reading	1	-	-
20. York County AVTS	York	Glen Rock	-	-	1

Composition of the Report

Chapter II details the methodology used in the research project. It relates the development and content of survey questionnaires, and interview schedules, as well as the method used to determine survey population.

Chapter III relates a synthesis of the data collected through funded program records, two categorical impact assessment instruments, two self-reporting questionnaires, and interview guides.

Based on analysis of this data, a summary of findings appears in Chapter IV. Recommendations for programmatic and fiscal operation of the Department's Displaced Homemaker Program are found in Chapter V. This chapter also relates guidelines useful in preparing a delivery model for future vocational education of displaced homemakers in Pennsylvania.

FOOTNOTES

[1]Bureau of Labor Statistics. "Characteristics of the Labor Force"; Special Report, July. Washington, D.C.: U.S. Department of Labor, 1982.

[2]Pennsylvania Job Advisory Service. "Yearly Report." Pittsburgh, PA., 1982.

[3]Ibid.

CHAPTER II

METHODOLOGY

Both legislation and social awareness have brought increased emphasis on and demand for the education of the displaced homemaker through vocational education. The study utilized current literature, funded program records, two categorical impact assessment instruments, two self-reporting questionnaires, on-site visitations, and interview guides. This study examined the extent to which the funded projects have been successful in accomplishing their objectives of meeting the vocational needs of the target population, displaced homemakers.

Because of present extensive cut-backs and restrictions in the general vocational funding budget, this study will be particularly useful in preparing guidelines for a delivery model for use in planning future vocational education of displaced homemakers in Pennsylvania.

An initial meeting was held on October 24, 1983, at the Bureau of Vocational Education with Drs. Clarence Dittenhafer, Anne Ahearn, Ona Kay Kinter and Gayle J.Marco. The focus of this meeting was to explore the purposes and objectives of the study Assessment of the Impact of the Bureau of Vocational Education's Program for Displaced Homemakers and to obtain advice on the direction the study should take.

The design of the study was analyzed objective by objective. Suggestions were given to aid the researchers in data collection. Due to Bureau staff attrition and/or records relocation, no follow-up or placement records, or only limited information, was available for some DH projects.

Scope of the Work

The scope of the work to assess the impact of the Bureau of Vocational Education's Programs for Displaced Homemakers accomplished the following:

1. A thorough review of all displaced homemaker projects funded during the period 1979-80, 1980-81, 1981-82 which were available.
2. On-site visitations to a representative sample of displaced homemaker projects.
3. An analysis of the funding strategies and an assessment of their impact on the quality of services for displaced homemakers.
4. An assessment of the stability of displaced homemaker programs after completion of the three-year cycle of state funding.
5. An analysis of the placement record of the displaced homemakers exiting the funded programs (1979-80, 1980-81, 1981-82).
6. A review of the public relations efforts utilized to ascertain their relationship to success or failure of displaced homemaker programs.
7. A final report that contains:
   - A descriptive analysis of displaced homemakers services in Pennsylvania.
   - A description of the sample and sampling procedures used to select projects for investigation.
   - A descriptive analysis of the design of the study data collection procedure used for resolution of the research objectives.

Design of the Study

The general design of the study was as follows:

1. An expert panel of vocational educators reviewed the documentation of the 32 displaced homemaker funded projects (1979-80, 1980-81, 1981-82) using two categorical impact assessment instruments. (Appendix A and Appendix B.)

2. A self-reporting questionnaire and cover letter (Appendix C) was developed and mailed to project directors of the 32 projects funded for 1979-80, 1980-81, 1981-82. One mail follow-up and one telephone follow-up were made to non-respondents. Completed questionnaires were returned from 21 (69 percent) of the 32 funded projects:
3. A self-reporting questionnaire and cover letter (Appendix D) were developed and mailed to 12 percent of the post-participants of the 21 reporting funded DH projects (1979-80, 1980-81, 1981-82).
4. A randomization table was used to select a stratified random sample of five projects from each of the three funding years.
5. On-site visitations were made to five funded projects from each of the funding years. Because some projects were funded for more than one year, a total of 12 project sites were visited.
6. Two structured interview schedules were developed and utilized at each of the 12 visitation sites, where in-depth interviews were conducted with: (a) the program coordinator, and (b) post-participants in groups averaging from one to five people, in the DH programs conducted during the years of interest. (Appendices E and F)
7. Impact data were summarized and reported.
8. Present funding strategies were analyzed in terms of impact data.
9. The project team recommended PDE Guidelines for future funding.

Population and Sample

An expert panel reviewed each of the 32 projects identified as having been funded through PDE in FYs 1979-80, 1980-81, and 1981-82. A self-reporting questionnaire was developed and mailed to directors (program coordinators) of

all 32 separate displaced homemaker projects funded by PDE during the subject years.

A self-reporting questionnaire, developed for this project, was mailed to 12 percent of the 2,834 post-participants reported by project coordinators as having been served in the 21 responding funded DH projects.

A randomization table was used to select a stratified random sample of five projects from each of the three funding years. On-site visitations were made to these projects where a structured interview was conducted with the project coordinator and project post-participants.

Data Collection

In support of the assessment of the impact of the Bureau of Vocational Education's program for Displaced Homemakers, data was collected according to the following linear model:

1. Objectives specified by the contracting state agency and guidelines and background information for projects serving displaced homemakers were assembled and reviewed.
2. Proposals and documentation for all 32 funded projects identified from the three-year period were reviewed and rated on two categorical impact assessment rating forms (one form for AVTS projects and one form for community colleges). The collected data was divided into four categories of documentation: program funding data; staff and program management; type of services provided; and displaced homemaker demographic data.
3. A self-reporting questionnaire was developed and mailed to the project coordinators (of record) of the 32 identified funded DH projects to ascertain the quality and stability of services provided for displaced homemakers. One mail follow-up was made to

nonrespondents four weeks after the first mailing, and one telephone follow-up was made to nonrespondents eight weeks after the first mailing. Fourteen schools returned questionnaires on 21 projects.

4. A self-reporting questionnaire was developed and mailed to 12 percent of the post-participants of the 21 responding funded DH projects to determine their respective career outcomes and placement records. Forty-eight percent (146) of those delivered were completed.
5. Two structured interview schedules were developed: one for project coordinators, and one for project post-participants. The questions on the interview schedule were based on data collected from the impact assessment instruments and self-reporting questionnaires to analyse the placement record of the displaced homemakers exiting the programs and to ascertain the stability of these programs after completing their cycles (during the study years of interest) of State funding.
6. On-site interviews with (a) 12 project coordinators and (b) 33 post-participants (one to five at each visitation site) were conducted to validate the self-reporting questionnaires and to obtain indepth understanding and analysis of the structure, success, and problems of the Bureau of Vocational Education's funding strategies and to assess their impact on the quality of services provided for displaced homemakers.

The three categories of data collection instruments (#1--Impact Assessment Matrix; #2--Self-reporting Questionnaires; #3--Interview Schedules) were constructed to seek data that satisfied the objectives as follows:

Impact Assessment Matrix

Objective 1.0 - To determine whether activities supported by the state agency focused on priority solutions for the problems of the target population;

Objective 2.0 - To identify how priorities of the target population were determined and validated;

Objective 3.0 - To determine whether and to what extent the needs of the target population have been met;

Objective 4.0 - To determine whether the funding strategies provided by the state agency focused on an equitable distribution of available displaced homemaker funds; and

Objective 6.0 - To determine whether and to what extent the effect of the application/ratings/base ranking procedures determine the quality of proposals being funded or not funded.

Interview Schedules

Objective 1.0 - To determine whether activities supported by the state agency focused on priority solutions for the problems of the target population;

Objective 2.0 - To identify how priorities of the target population were determined and validated;

Objective 5.0 - To identify alternative funding sources available to those programs completing the third year of the state's three-year funding cycle;

Objective 7.0 - To determine what happens to displaced homemakers exiting formal training programs; and

Objective 8.0 - To identify the efforts to develop a statewide network to provide services for displaced homemakers.

Self-reporting Questionnaire (To Project Directors or Coordinators)

Objective 2.0 - To identify how priorities of the target population were determined and validated;

Objective 3.0 - To determine whether and to what extent the needs of the target population have been met;

Objective 5.0 - To identify alternative funding sources available to programs completing the third year of the state's three-year cycle.

Self-reporting Questionnaire (To Post-Participants of Funded Projects)

Objective 1.0 - To determine whether activities supported by the state agency focused on priority solutions for the problems of the target population;

Objective 2.0 - To identify how priorities of the target population were determined and validated;

Objective 3.0 - To determine whether and to what extent the needs of the target population have been met; and

Objective 7.0 - To determine what happens to displaced homemakers exiting formal training programs.

In an effort to fulfill objective 6, which was "To determine whether and to what extent the effect of the application/ratings/base ranking procedures determine the quality of proposals being funded or not funded," the project study team found that the objective was not measurable for the three-year period covered by this study: no records were found of the application/ratings/base ranking procedures used during the three-year period applicable to this study. In addition, extensive efforts were put forth to assure that all DH projects proposed and funded during the three-year period of interest had been identified. Records at the State office and the three regional vocational field service offices were hand-searched: no copies or records of proposals were identified as "not funded" during FYs 1979-80, 1980-81, or 1981-82.

Narrative descriptions accompany statistical and check-list reports of data submitted by eight postsecondary school and seven secondary school program coordinators of projects which were funded during the three years

of study interest. These data and the responses of post-participants of the programs are shown in Chapter III. All data reported in Chapter III were obtained from questionnaires completed by the program coordinators and post-participants. Chapter III also contains summaries of on-site interviews of a sample of program coordinators and post-participants.

A summary of findings, based on data reported in Chapter III, is shown as Chapter IV.

Chapter V contains recommendations for programmatic and fiscal operation of displaced homemaker programs funded through the Pennsylvania Department of Education.

CHAPTER III

ANALYSIS OF THE DATA

The purpose of this study was to assess the impact of the Bureau of Vocational Education's Programs for Displaced Homemakers which were funded for Fiscal Years 1979-80, 1980-81, and 1981-82. To determine whether the programs of the three subject years focused on priority solutions for the problems of the target population, the Vocational Education Department of the University of Pittsburgh accomplished the following:

1. A thorough review was made of proposals and final reports of the 32 displaced homemaker (DH) projects funded during fiscal years (FY) 1979-80,1980-81, and 1981-82.
2. A self-reporting questionnaire was mailed to the project coordinators of the 32 funded DH projects (1979-80, 1980-81, and 1981-82).
3. A self-reporting questionnaire was mailed to 12% of the graduates of the reporting funded DH projects.
4. On-site visitations were made to a stratified random sample of five DH projects from each of the three funding years. Two structured interview forms were used at each site where in-depth interviews were conducted; i.e., (a) one for the program coordinator and (b) one for the persons who had participated (post-participants) in the DH programs during the years of interest.

Impact Assessment Matrix

A panel of reviewers (Drs. Ona Kay Kinter, Gayle J. Marco, and Cheryl W. Steczak) reviewed the proposals and final reports of the 32 displaced homemaker projects funded from 1979-80 through 1981-82, using a categorical impact assessment instrument (Impact Assessment Matrix, Appendix A, B)

developed for this study. The instrument was designed to summarize data that satisfied the following objectives:

Objective 1.0 - To determine whether activities supported by the state agency focused on priority solutions for the problems of the target population.

Objective 2.0 - To identify how priorities of the target population were determined and validated.

Objective 3.0 - To determine whether and to what extent the needs of the target population were met.

Objective 4.0 - To determine whether the funding strategies provided by the state agency focused on an equitable distribution of available displaced homemaker funds.

Objective 5.0 - To identify alternative funding sources available to those programs completing the third year of the state's three-year funding cycle.

Objective 6.0 - To determine whether and to what extent the effect of the application/ratings/base ranking procedures determine the quality of proposals being funded or not funded.

Objective 8.0 - To identify the efforts made to develop a statewide network to provide services for displaced homemakers.

Data collected from these records (provided by the Bureau of Vocational Education) were divided into four categories of information: program funding data; staff and program management; type of service provided; and displaced homemaker demographic data. The following is a brief description (summarized from the "Impact Assessment Matrix," as shown later in Tables 1, 2, 3, and 4) of each of the 32 displaced homemaker projects

funded in Fiscal Years (FYs) 1979-80, 1980-81, and 1981-82. Programs conducted in postsecondary settings ("postsecondary programs") are listed first, followed by those conducted in secondary school settings ("secondary programs"). Programs within these groups are listed in alphabetical order, using the county (sic) designation as the initial letter; i.e., Community College of Allegheny County is shown as Allegheny County Community College. Notation is also made of programs that operated through 1983-84, the year of this study, even though 1983-84 is not included as a study year.

The Allegheny County Community College system received funding for three displaced homemaker centers, one at each of three regional campuses in Pittsburgh. The college received funding in 1979-80, 1980-81 and 1981-82 (for their second, third and fourth years of operation) for the "Career Counseling and Guidance Center for Displaced Homemakers" at College Center - North. The counseling center built upon the successes of the first year by improving the quality of its 1978-79 programming and by expanding educational services to approximately 595 men and women, each year, in the areas of individual counseling, community outreach, and career workshops/seminars. Displaced Homemaker program completers were encouraged to take credit and non-credit career-oriented courses offered by academic divisions of Center - North. Among the non-traditional, non-credit courses offered were: Auto Mechanics and Cabinet Making. Among the traditional courses offered were: Pattern Making/Dress Design and Key Punch. Educational preparation courses included: remedial classes, and the CLEP and GED tests.

In addition, Allegheny County Community College - Center South received funding in 1979-80 to support a third year of skill preparation for 25 dis-

placed homemakers in the area of Home Care Companion. Each displaced homemaker received 26 college credits, at no charge, to complete course work in Home Nursing, Nutrition and the Biology of Aging. In 1981-82, the funding was used to establish an open counseling center, "Career and Life Skills Education Program for Displaced Homemakers." Ninety-seven men and women received personal/career counseling and were referred to occupational training.

In FY 1980-81 and FY 1981-82, Allegheny County Community College - Ridge Avenue Campus received funding to establish a displaced homemaker counseling center called, "Center for New Options." Counseling and skill training referral was provided for 695 men and women in 1980-81 and 300 more in 1981-82.

Bucks County Community College received funding for four displaced homemaker projects, two in FY 1979-80, and one each in 1980-81 and 1981-82. A 1979-80 program, "Translating Homemaking Skills," provided workshops in career planning and counseling support services. The program was retitled as "Stepping Stones: A Program for Displaced Homemakers" in 1980 and 1981. The displaced homemaker center was still in operation in FY 1983-84, funded through college and local support. "Stepping Stones" was designed to meet the unique needs of women in transition. Six-week workshops in assertiveness training and career/life planning were among the options offered.

Butler County Community College received displaced homemaker funding for FYs 1979-80, 1980-81 and 1981-82 to continue their second, third, and fourth years of "Bridges to Work for Displaced Homemakers." The program continued through 1983-84 with PDE, college, and local support. Learning experiences in the areas of self-awareness, communication, career decision,

and job readiness promoted the displaced homemaker's individual growth. A further goal of the program was to provide exposure to work environments and to allow displaced homemakers to develop employment-seeking skills.

Keystone Junior College received displaced homemaker funding for FYs 1980-81 and 1981-82. This college offered a unique "Weekender Vocational Support Program for Displaced Homemakers." Every weekend during the two funding years, personal/career counseling, GED preparation, tutorial services, and college classes were offered to approximately 210 displaced homemakers. Many completed an associate degree at the college. The program was discontinued after the two funding years.

Luzerne County Community College received funding in FYs 1979-80 and 1980-81. In 1979-80, the college offered a "refresher" course in nursing or clerical skills for approximately 400 women who had been trained in these areas but who had not been active in their careers for many years. In 1980, the program was expanded to include personal/career counseling and workshops in employment readiness in addition to the "refresher" courses in nursing and clerical skills.

This displaced homemaker program continued under the title of "Luzerne County Community College Homemaker Re-Entry Program." The program facilitated and improved the training and development of women re-entering the work force through individual and group counseling, self-help support groups, "refresher" skill preparation apprenticeships, and supervised on-the-job experience. This program operated continuously through FY 1983-84.

Northampton Community College received displaced homemaker funding for FY 1981-82. Their program provided career/life planning, personal options counseling, and job search information for approximately 45 indivi-

duals. The program operated continuously from 1981, and the name was changed to "Northampton Displaced Homemaker Program." Skill preparation was provided in job re-entry clerical, and participants received instruction that provided insight into support systems available for displaced homemakers on the college campus and in the community.

The Pennsylvania State University - Capitol Campus received a displaced homemaker grant in FY 1981-82 to fund a program entitled "Blue Collar Skills for Displaced Homemakers." Approximately 300 adults were served in a two-phase program that provided self-awareness education and counseling for non-traditional, blue collar careers. Communications and decision-making/problem-solving skills were stressed. This displaced homemaker program continued through 1983-84 to guide a large population to adults through career/personal development services, personal growth groups, and non-traditional employment readiness.

Philadelphia Community College received displaced homemaker funding in FYs 1979-80 and 1981-82. The displaced homemaker center offered individual support and career planning services to approximately 300 adults. Job placement services and career exploration were also offered. The program continued through 1983-84 and expanded to provide skill preparation for a career as a Home Care Companion. The center was renamed HELP (Homemakers Entering Learning Project). The program was discontinued as of June, 1984, but displaced homemaker services will be offered through other college departments.

Reading Area Community College received funding for FY 1979-80. Their center, "Women's Career Development for Displaced Homemakers," offered ten weeks of on-the-job skill preparation for 45 women as well as personal and career counseling. The program was absorbed into another phase of the college after that funding year.

Westmoreland County Community College offered displaced homemaker project called "Displaced Homemaker Employability Skills". Four sessions were conducted for 200 men and women in 1980-81. Skill preparation, on-the-job training and career counseling were provided. The program was discontinued after one year. Displaced homemakers services are now included in the Adult Continuing Education Program at Westmoreland Community College.

Williamsport Area Community College created a "New Options for Displaced Homemakers" program in FY 1979-80. Approximately 150 women received personal and career counseling and job search information. The program was discontinued because of lack of funds and then re-started for 1983-84 to meet the needs of displaced homemakers returning to postsecondary education or employment opportunities.

Displaced homemaker programs were funded in secondary schools for the first time in FY 1981-82 and seven such programs were funded that year. Altoona Area Vocational-Technical School began a "Women's Outreach Program" for 181 displaced homemakers. Each participant spent five weeks in a career assessment/exploration program and then entered a non-traditional skill preparation program at the vocational school. This program, one of three vocational programs in the nation to develop a handbook for women entering non-traditional occupations, operated continuously through 1983-84.

Centre County Area Vocational-Technical School developed a displaced homemaker program called REACH (Regional Effort to Aid Centre County Homemakers). This program was designed to provide career/personal counseling as well as skill preparation in health occupations, clerical skills, and non-traditional occupations. Approximately 100 men and women received services in 1981-82. This center operated continuously from FY 1981-82 thorugh 1983-84.

Crawford County Area Vocational-Technical School provided GED educational preparation, counseling and skill preparation for their displaced homemakers in all vocational program areas offered in this school. Peer group support and assertiveness counseling have been intregal parts of this program that served displaced homemakers through 1983-84.

Forbes Road East Area Vocational-Technical School began their "Displaced Homemaker Center" in FY 1981-82. Six weeks of career/personal counseling were followed by skill preparation in the area chosen by each participant. Approximately 200 men and women who had experienced unemployment and layoffs took advantage of the training opportunities of this program. The program continued through June, 1984, but was then discontinued.

Greater Johnstown Area Vocational-Technical School developed a displaced homemaker program called "Second Wind." Approximately 120 women received new directions for their personal lives as well as occupational goals. GED preparation was offered at no cost to all participants. This program was discontinued after 1981-82 despite on-going need due to lack of local and PDE funding support.

Pittsburgh School District - Connelley Skill Learning Center began a displaced homemaker program in 1981-82. Career assessment, goal setting, and job search skills were part of the program goals for this center. Approximately 78 displaced homemakers received services in 1981-82. Connelley Skill Learning Center operated continuously through 1983-84.

York County Area Vocational-Technical School began a displaced homemaker center for approximately 58 women in 1981-82. This program offered five six-week sessions that provided career/personal counseling, assertiveness training, and job search training skills. A unique individual career plan was developed for each participant. Displaced homemakers were able

to "job shadow" various careers for one week as a career exploration facet of this center's program. The York County AVTS displaced homemaker program continued through 1983-84.

Tables 1, 2, 3, and 4 are the multi-page Impact Assessment Matrices, each organized to show summarized program information. Page one of each set is "Program Funding Data," page two is "Staff and Program Management," page three is "Type of Services Provided," and the fourth page is "Program Demographics." Table 1 describes postsecondary programs funded in FY 1979-80. Table 2 describes 1980-81 postsecondary programs. Table 3 describes those postsecondary programs funded for 1981-82. The four page set comprising Table 4 describes displaced homemaker programs conducted in secondary school settings during FY 1981-82, the first year secondary schools received displaced homemaker funding.

Table 1
DISPLACED HOMEMAKER PROGRAM
IMPACT ASSESSMENT MATRIX

Page 1 (of 4)

Program Funding Data, Postsecondary, 1979-80

PDE Contract Number	School Name/ Responsible Party	Program	PDE Funding Category		Amount	Supplemental Funding		Total Annual Funding
			AVTS	Postsecondary	$	Source	Amount $	$
75-0002	Allegheny County Community College-North (Doven Heelan)	Displaced Homemaker Center	-	2nd year continuation	15,074	College	21,923	36,997
75-0002	Allegheny County Community College-South (Sonia Falcon)	Home Care Companion	-	2nd year continuation	14,800	-	-	14,800
75-9801	Bucks County Community College (Susan Schnabler)	Translating Homemaking Skills	-	X	10,418	College	10,41	20,836
75-9802	Bucks County Community College (John Schweiger)	Secretarial Skills Refresher Workshop	-	X	7,915	College	7,915	15,830
75-9803	Butler County Community College (Dr. Charles Spence)	Bridges to Work for Displaced Homemakers	-	2nd year continuation	21,113	College	18,867	39,980
75-0006	Luzerne County Community College (Dr. Byron Myers)	Refresher Course Inactive Nurses and Clerk/Typists	-	X	1,200	College	21,818	43,018
75-0005	Philadelphia Community College (Judith Kodroff)	Displaced Homemaker Project	-	X	25,119	College/CETA	21,738	46,857
75-0007	Reading Area Community College (Dr. Myriuon Huskey)	Women's Career Development	-	X	22,417	College	20,756	43,173
75-0004	Williamsport Area Community College (Susan Halverstadt)	New Options for Displaced Homemakers	-	X	16,755	CETA	16,755	33,510
Total					154,811			295,001

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Table 1 (continued)

DISPLACED HOMEMAKER PROGRAM
IMPACT ASSESSMENT MATRIX

Staff and Program Management, Postsecondary, 1979-80

*Key: C = Continued
DC = Discontinued
CMP = Completed

PDE Contract Number	Program Staff		Frequency of Program(s) Offered	Normal Program Duration	Method(s) of Advertising	Program Status at End of Funding Year*			Coordinator's Perception of Additional PDE Help Needed	Effort Toward State Network
	Number	Educational Background				C	DC	CMP		
75-0002	3	Counseling	Open Center	40 hours /week	Radio/T.V.	X			Additional funds	-
75-0003	8	Health Occupations	One Session	24 weeks	Brochures	X			-	-
75-9801	4	Counseling, Education	10 Workshops	3 weeks	-	X			Additional project ideas	-
95-9802	4	Secretarial Sciences	One 15 week Workshop	180 hours	Brochures		X		-	-
75-9803	5	Counseling/ Education	3 Sessions	5 weeks/ Sessions	Newspaper	X			-	Sponsored workshops for staff training
75-0006	6	Secretarial Sciences/ Nursing	3 15 week Sessions	15 hours /week	-	X			-	Sponsored workshops for staff training
75-0005	2	Counseling	-	-	Fliers		X		-	-
75-007	6	Counseling/ Education	3 Sessions	6 weeks/ Sessions	Brochures		X		Additional funds	Sponsored workshops for staff training
75-0004	4	Counseling/ Education	6 Sessions	4 weeks/ Sessions	Brochues		X		-	-

Table 1 (continued)

DISPLACED HOMEMAKER PROGRAM
IMPACT ASSESSMENT MATRIX
Type of Services Provided, Postsecondary, 1979-80

PDE Contract Number	Program Emphasis	Participation Facilitators			Personal Problem Solving				Career Planning				Educational Aids Skill Preparation					Other
		Financial Aid	Transportation	Child Care	Personal Counseling	Goal Setting/ Decision Making	Assertiveness Training	Peer Support Groups	Career Assessment	Career Counseling	Job Search Skills	Job Referral and Placement	GED Preparation	Clerical Skills	Health Occupations Skills	Teacher's Aide	Nontraditional	
75-0002	Career/Personal Counseling	-	-	-	X	-	-	X	X	X	X	X	X	-	-	-	-	-
75-0003	Home Care Companion Training	Free	-	-	X	-	-	X	X	X	X	X	-	-	X	-	-	-
75-9801	Career/Life Planning		-	X	X	X	X	X	X	X	X	X	-	-	-	-	-	-
75-9802	Secretarial Training		-	-	X	X	X	X	X	X	X	X	-	X	-	-	-	-
75-9803	Career/Life Training	-	X	X	X	X	X	X	X	X	X	X	-	-	-	-	-	-
75-0006	Nursing/Clerical Trusher	-	-	-	X	X	X	X	X	X	X	X	-	X	X	-	-	-
75-0005	Career/Life Planning		-	X	X	X	X	X	X	X	X	X	-	-	-	-	-	-
75-0007	Career/Life Counseling			-	X	X	X	X	X	X	X	X	X	-	-	-	X	OJT
75-0004	Career/Life Planning		-	-	X	X	X	X	X	X	X	X	-	-	-	-	-	Internship

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Table 1 (continued)

Page 4 (of 4)

DISPLACED HOMEMAKER PROGRAM
IMPACT ASSESSMENT MATRIX
Program Demographics, Postsecondary, 1979-80

PBK Contract Number	Targeted Population				Number Enrolled	Participant Description																						Participant Follow-up		Program Coordinator Perception of Additional Participant Needs
						Age				Race			Income Level			Residence			Cause of Displacement				Status After Program							
	CETA Participant	Welfare Recipient	Middle Income	High Income		18 - 25	26 - 35	36 - 45	Over 45	Caucasian	Black	Other (e.g., Asian/Hisp.)	Poverty	Middle Income	High Income	Urban	Suburban	Rural	Divorced	Widowed	Separated	Other	Employment	Education	Job Training	No Action				
																												Method	Time	
75-0002	X	X	X	X	125	X	X	X	X	X	X	-	X	X	-	X	X	-	X	X	X	X	X	X	X	-	Mail	3 mo/1 yr.	Additional Job Placement
75-0003	X	X	-	-	25	X	X	X	X	X	X	-	X	-	-	X	X	-	X	X	X	X	X	X	X	-	Mail	3 mo.	-
75-9801	-	X	X	-	200	X	X	X	X	X	X	X	X	X	-	-	X	X	X	X	X	X	X	X	X	X	Mail	3 mo.	Additional Job Placement
75-9802	X	X	X	X	25	X	X	X	X	X	X	-	X	X	X	-	X	X	X	X	X	X	X	-	-	X	Mail	1 yr.	-
75-9803	X	X	X	X	60	X	X	X	X	X	X	-	X	X	X	-	X	X	X	X	X	X	X	X	X	X	Mail	6 mo.	Additional Personal Counseling
75-0006	X	X	X	X	100	X	X	X	X	X	X	-	X	X	X	-	X	X	X	X	X	X	X	-	-	-	Mail	3 mo/1 yr.	Additional Personal Counseling
75-0005	X	-	-	-	50	X	X	X	X	X	X	-	X	-	-	X	-	-	X	X	X	X	X	X	X	X	Mail	1 mo/1 yr.	Additional Personal Counseling
75-0007	X	X	X	X	45	-	X	X	X	X	X	-	X	X	-	-	-	X	-	X	X	X	X	-	-	X	Mail	1 mo. 3 mo.	Additional Personal Counseling
75-0004	X	X	-	-	300	X	X	X	X	X	X	-	X	X	-	X	X	-	X	X	X	X	X	X	X	X	Mail	1 yr.	Additional Job Placement
Total					930																									

Table 2
DISPLACED HOMEMAKER PROGRAM
IMPACT ASSESSMENT MATRIX

Program Funding Data, Postsecondary, 1980-81

PDE Contract Number	School Name/ Responsible Party	Program	PDE Funding Category		Amount	Supplemental Funding Source	Amount	Total Annual Funding
			AVTS	Postsecondary				
75-0802	Allegheny County Community College-Nord Center (Doreen Heller)	Displaced Homemaker Center	-	3rd year continuation	15,150	College	15,735	30,885
75-1005	Allegheny County Community College-Ridge Avenue (Carole Hammond)	Displaced Homemaker Center	-	X	14,935	College	19,194	34,129
75-0803	Bucks County Community College (Nell Bowers)	Stepping Stones	-	2nd year continuation	13,940	College	20,919	34.859
75-1001	Butler County Community College (Dr. Charles Spence)	Bridges to Work for Displaced Homemakers	-	3rd year continuation	20,053	College	20,164	40,217
75-0801	Keystone Junior College (William Messner)	Weekender Vocational Support Program for Displaced Homemakers	-	X	15,784	College	7,227	23,011
75-1003	Luzerne County Community College (Byron Meyers)	Clerical/Nursing Refresher Program	-	2nd year continuation	25,000	College	25,000	50,000
75-1002	Westmoreland County Community College	Displaced Homemaker Employability/ Skills	-	X	12,857	College	30,781	43,638
Total					117,719		139,020	256,739

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Table 2 (continued)

DISPLACED HOMEMAKER PROGRAM
IMPACT ASSESSMENT MATRIX

Staff and Program Management, Postsecondary, 1980-81

Key: C = Continued
DC = Discontinued
CMP = Completed

PDE Contract Number	Program Staff		Frequency of Program(s) Offered	Normal Program Duration	Method(s) of Advertising	Program Status at End of Funding Year*			Coordinator's Perception of Additional PDE Help Needed	Effort Toward State Network
	Number	Educational Background				C	DC	CMP		
75-0802	3	Counseling	Open Center	40 hours /week	College literature	X			-	Attended State conference
75-1005	3	Counseling/ Vocational	6 Workshops	8 weeks/ Workshop	College literature	X	-	-	-	-
75-0803	3	Counseling/ Education	14 Workshops	-	Agency referral	X	-	-	Additional funds for counselors	Wrote a DH curriculum
75-1001	5	Counseling/ Education	3 Sessions	5 weeks/ Session	Agency referral/ slide tape show	X	-	-	Additional funds for counselors	Hosted State-wide conference
75-0801	4	Counseling/ Education	College year	Every weekend	College literature	X	-	-	Additional funds	-
75-1003	6	Clerical/ Nursing	3 15 week Sessions	15 hours/ week	College literature	-	X	-	Additional funds	Wrote a DH Curriculum
75-1002	3	Counseling/ Vocational	4 Sessions	6 weeks/ session	College literature	-	X	-	Additional funds	-

Table 3 (continued)

DISPLACED HOMEMAKER PROGRAM
IMPACT ASSESSMENT MATRIX
Type of Services Provided, Postsecondary, 1980-81

PDE Contract Number	Program Emphasis	Participation Facilitators			Personal Problem Solving				Career Planning				Educational Aids / Skill Preparation					Other
		Financial Aid	Transportation	Child Care	Personal Counseling	Goal Setting/ Decision Making	Assertiveness Training	Peer Support Groups	Career Assessment	Career Counseling	Job Search Skills	Job Referral and Placement	GED Preparation	Clerical Skills	Health Occupations Skills	Teacher's Aide	Nontraditional	
75-0802	Career/Life Planning	-	-	-	X	X	X	X	X	X	X	X	X	-	-	-	-	-
75-1005	Career/Life Planning	-	-	-	X	X	X	X	X	X	X	X	X	-	-	-	-	-
75-0803	Career/Life Planning	-	-	X	X	X	X	X	X	X	X	X	X	-	-	-	-	Internships
75-1001	Career/Life Planning	-	-	X	X	X	X	X	X	X	X	X	-	-	-	-	-	-
75-0801	Career/Life Planning	-	-	-	X	X	X	X	X	X	X	X	X	-	-	-	-	-
75-1003	Nursing/Clerical Refresher Skills	-	-	-	X	X	X	X	X	X	X	X	-	X	X	-	-	Internships
75-1002	Skill Preparation	-	-	X	X	X	X	X	X	X	X	X	X	X	X	X	X	OJT

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Table 2 (continued)

DISPLACED HOMEMAKER PROGRAM
IMPACT ASSESSMENT MATRIX
Program Demographics, Postsecondary, 1980-81

PDE Contract Number	Targeted Population				Number Enrolled	Participant Description																				Participant Follow-up		Program Coordinator Perception of Additional Participant Needs
						Age				Race			Income Level			Residence			Cause of Displacement				Status After Program						
	CETA Participant	Welfare Recipient	Middle Income	High Income		18 - 25	26 - 45	46 - 65	Over 65	Caucasian	Black	Other (e.g., Asian/Hisp.)	Poverty	Middle Income	High Income	Urban	Suburban	Rural	Divorced	Widowed	Separated	Other	Employment	Education	Job Training	No Action	Method	Time	
75-0802	X	X	X	X	220	X	X	X	X	X	X	-	X	-	-	X	X	-	X	X	X	X	X	X	X	-	Mail	3 mo.	Additional Personal Counseling
75-1005	X	X	X	X	695	X	X	X	X	X	X	-	X	X	-	X	X	-	X	X	X	X	X	X	X	X	Mail	3 mo.	Additional Personal Counseling
75-0803	X	X	X	X	300	X	X	X	X	X	X	X	X	X	-	-	X	X	X	X	X	X	X	X	X	X	Mail	6 mo./1 yr.	Additional Job Preparation
75-1001	X	X	X	X	60	X	X	X	X	X	X	-	X	X	X	-	X	X	X	X	X	X	X	X	X	X	Mail	6 mo./1 yr.	Additional Personal Counseling
75-0801	-	X	-	-	120	X	X	X	X	X	X	-	X	-	-	-	X	X	X	X	X	X	X	X	X	X	Mail	1 yr.	Additional Personal Counseling
75-1003	-	X	X	-	300	X	X	X	X	X	X	X	X	X	-	-	X	X	X	X	X	X	X	-	-	X	Mail	6 mo./1 yr.	Additional Personal Counseling
75-1002	X	X	X	X	200	X	X	X	X	X	X	X	X	X	-	-	X	X	X	X	X	X	X	X	X	X	Mail	1 mo./6 mo.	Additional Personal Counseling
Total					1,795																								

Table 3

DISPLACED HOMEMAKER PROGRAM
IMPACT ASSESSMENT MATRIX

Program Funding Data, Postsecondary, 1981-82

PDE Contract Number	School Name/ Responsible Party	Program	PDE Funding Category		PDE Funding Amount	Supplemental Funding Source	Supplemental Funding Amount	Total Annual Funding
			AVTS	Postsecondary				
					$		$	$
75-2003	Allegheny County Community College - North (Doreen Hellar)	Displaced Homemaker Center	-	4th year continuation	11,139	-	-	11,139
75-2001	Allegheny County Community College - South (Carole Hammond)	Displaced Homemaker Center	-	Continued from 79-80 program	23,301	College	44,371	67,672
75-2002	Allegheny County Community College - Ridge Avenue (Mary Salisbury)	Displaced Homemaker Center	-	2nd year continuation	17,709	College	19,536	37,245
75-2006	Bucks County Community College (Nell Bowers)	Stepping Stones	-	3rd year continuation	9,496	College	14,257	23,753
75-2007	Butler County Community College (Dr. Robertson)	Bridge to Work For the DH	-	4th year continuation	21,446	-	-	21,446
75-2005	Keystone Junior College (Dorothy Reddington)	Weekender Vocational Support for DH	-	2nd year continuation	19,998	College	25,696	45,694
75-2004	Northampton County Community College (Joyce Morgan)	Displaced Homemaker Program	-	X	14,551	College	17,703	32,254
75-1802	Penn State - Capitol Campus (Dr. Kathryn Towns)	Blue Collar Skills for Displaced Homemakers	-	X	30,773	College	30,773	61,546
75-1801	Philadelphia Community College (Judith Kodroff)	HELP	-	Continued from 79-80 program	32,000	College	32,069	64,069
Total					180,413		184,405	364,818

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Table 3 (continued)

DISPLACED HOMEMAKER PROGRAM
IMPACT ASSESSMENT MATRIX

Staff and Program Management, Postsecondary, 1981-82

Key: C = Continued
DC = Discontinued
CMP = Completed

PHK Contract Number	Program Staff		Frequency of Program(s) Offered	Normal Program Duration	Method(s) of Advertising	Program Status at End of Funding Year*			Coordinator's Perception of Additional PHK Help Needed	Effort Toward State Network
	Number	Educational Background				C	DC	CMP		
75-2003	3	Counseling	Open Center	40 hours/ week	College literature	-	X	-	Additional funding	-
75-2001	3	Counseling	Open Center	40 hours/ week	College literature	X	-	-	-	-
75-2002	3	Counseling	6 Sessions	6 weeks/ Session	College literature	X	-	-	Additional funding	-
75-2006	3	Counseling/ Education	22 Workshops		Radio/Newspaper	-	-	-	-	Presentation FVEC
75-2007	5	Counseling/ Education	3 Sessions	5 weeks/ Session	Agency referral/ Slide-tape show	X	-	-	-	Wrote DH Curriculum
75-2005	6	Counseling/ Education	College year	Every weekend	College literature	-	X	-	Additional funding	Attended DH conferences
75-2004	3	Counseling/ Education	3 Sessions	12 weeks/ Session	College literature	X	-	-	Additional funding	Attended DH conferences
75-1802	3	Counseling/ Education	Open Center	40 hours/ week	College literature	X	-	-	-	Wrote DH curriculum/ Hosted Conference
75-1801	4	Counseling/ Education	Open Center	40 hours/ week	College literature	X	-	-	Additional funding	-

Table 3 (continued)

DISPLACED HOMEMAKER PROGRAM
IMPACT ASSESSMENT MATRIX
Type of Services Provided, Postsecondary, 1981-82

PDE Contract Number	Program Emphasis	Participation Facilitators			Personal Problem Solving				Career Planning				Educational Aids / Skill Preparation					Other
		Financial Aid	Transportation	Child Care	Personal Counseling	Goal Setting/ Decision Making	Assertiveness Training	Peer Support Groups	Career Assessment	Career Counseling	Job Search Skills	Job Referral and Placement	GED Preparation	Clerical Skills	Health Occupations Skills	Teacher's Aide	Nontraditional	
75-2003	Career/Life counseling	-	-	-	X	X	X	X	X	X	X	X	X	-	-	-	-	-
75-2001	Career/Life counseling	-	-	-	X	X	X	X	X	X	X	X	X	-	-	-	-	-
75-2002	Career/Life counseling	-	-	-	X	X	X	X	X	X	X	X	X	-	-	-	-	-
75-2006	Career/Life counseling	X	-	-	X	X	X	X	X	X	X	X	X	-	-	-	-	-
75-2007	Career/Life counseling	-	-	X	X	X	X	X	X	X	X	X	-	-	-	-	-	-
75-2005	Career/Life counseling	X	-	X	X	X	X	X	X	X	X	X	X	-	-	-	-	Tutorial services
75-2004	Career/Life counseling	-	-	-	X	X	X	X	X	X	X	X	-	-	-	-	-	Support services
75-1802	Career/Life counseling	-	-	-	X	X	X	X	X	X	X	X	X	-	-	-	-	Support services
75-1801	Career/Life counseling	-	-	X	X	X	X	X	X	X	X	X	-	-	-	-	-	

Table 3 (continued)
DISPLACED HOMEMAKER PROGRAM
IMPACT ASSESSMENT MATRIX
Program Demographics, Postsecondary, 1981-82

PDE Contract Number	Targeted Population				Number Enrolled	Participant Description																								Program Coordinator Perception of Additional Participant Needs
						Age				Race			Income Level			Residence			Cause of Displacement				Status After Program				Participant Follow-up		
	CETA Participant	Welfare Recipient	Middle Income	High Income		18 - 25	26 - 35	36 - 45	Over 65	Caucasian	Black	Other (e.g., Asian/Hisp.)	Poverty	Middle Income	High Income	Urban	Suburban	Rural	Divorced	Widowed	Separated	Other	Employment	Education	Job Training	No Action	Method	Time	
75-2003	X	X	-	-	300	X	X	X	X	X	X	-	X	-	-	X	X	-	X	X	X	X	X	X	X	X	Mail	6 mo.	Additional Placement Services
75-2001	-	X	-	-	97	X	X	X	X	X	X	-	X	-	-	X	X	-	X	X	X	X	X	X	X	X	Phone	6 mo.	
75-2002	-	X	-	-	300	X	X	X	X	X	X	-	X	-	-	X	X	-	X	X	X	X	X	X	X	X	Mail	3 mo.	
75-2006	-	X	-	-	400	X	X	X	X	X	X	-	X	X	X	-	X	X	X	X	X	X	X	X	X	X	Phone/ Mail	6 mo' 1 yr.	Additional Personal Counseling Time
75-2007	-	X	X	X	60	X	X	X	X	X	X	-	X	X	X	-	X	X	X	X	X	X	X	X	X	X	Phone/ Mail	6 mo/ 1 yr.	
75-2005	-	X	X	-	210	X	X	X	X	X	X	-	X	X	-	-	X	X	X	X	X	X	X	X	X	X	Phone/ Mail	6 mo/ 1 yr	
75-2004	-	-	X	X	45	X	X	X	X	X	X	-	-	X	X	-	X	X	X	X	X	X	X	X	X	X	Phone Mail	6 mo/ 1 yr.	
75-1802	-	X	X	-	275	X	X	X	X	X	X	-	X	X	-	X	X	-	X	X	X	X	X	X	X	X	Phone/ Mail	6 mo/ 1 yr.	Additional Personal Counseling Time
75-1801	-	X	-	-	260	X	X	X	X	X	X	-	X	-	-	X	X	-	X	X	X	X	X	X	X	X	Phone/ Mail	6 mo/ 1 yr.	
Total					1,947																								

Table 4
DISPLACED HOMEMAKER PROGRAM
IMPACT ASSESSMENT MATRIX

Page 1 (of 4)

Program Funding Data, Secondary, 1981-82

PDE Contract Number	School Name/ Responsible Party	Program	PDE Funding Category		Amount	Supplemental Funding		Total Annual Funding
			AVTS	Postsecondary		Source	Amount	
					$		$	$
06-2001	Centre County AVTS (Tina Tobler)	REACH	X	-	34,595	Local	1,794	36,389
06-2005	Altoona AVTS (Dr. Robert Walker)	Women's Outreach Program	X	-	67,388	Local	8,050	75,438
06-2007	York County AVTS (Marla Butcher)	Displaced Homemaker Center	X	-	41,997	Local	2,215	44,212
06-2006	Forbes Road AVTS (George Lange)	Displaced Homemaker Center	X	-	35,177	-	-	35,177
06-2002	Pittsburgh School District, Connelly Learning Center (Robert Lamping)	Displaced Homemaker Center	X	-	52,435	-	-	52,435
06-2003	Greater Johnstown AVTS (Dr. Donato Zucco)	Second Wind	X	-	37,656	-	-	37,656
06-2004	Crawford County AVTS (Dr. T. Barrett)	Displaced Homemaker Center	X	-	36,667	-	-	36,667
Totals					305,915		12,059	317,974

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Table 4 (continued)

DISPLACED HOMEMAKER PROGRAM
IMPACT ASSESSMENT MATRIX

Staff and Program Management, Secondary, 1981-82

Key: C = Continued
DC = Discontinued
CMP = Completed

PDE Contract Number	Program Staff		Frequency of Program(s) Offered	Normal Program Duration	Method(s) of Advertising	Program Status at End of Funding Year*			Coordinator's Perception of Additional PDE Help Needed	Effort Toward State Network
	Number	Educational Background				C	DC	CMP		
06-2001	3	Counseling/ Vocational Education	Open Center	40 hours week/ Session	Paper/Radio/ Agency referral	X	-	-	-	20 Linkages with DH programs
06-2005	8	Counseling/ Vocational Education	3 Sessions	14 weeks Session	Paper/Radio/ Agency referral	X	-	-	Additional funding	Developed handbook for DH
06-2007	3	Counseling Vocational Education	5 Sessions	6 weeks/ session	Paper/radio/ agency referral	X	-	-	Additional funding	Linkage with local agencies
06-2006	3	Counseling Vocational Education	Open Center	40 hours week	Paper/radio/ agency referral	X	-	-	Additional funding	Linkage with local agencies
06-2002	15	Counseling Vocational Education	Open Center	6 weeks/ Session	Paper/radio/ agency referral	X	-	-	-	-
06-2003	3	Counseling Vocational Education	Open Center	40 hours week	Paper/radio/ agency referral	X	-	-	-	-
06-2004	2	Counseling Vocational Education	Open Center	40 hours week	Paper/radio/ agency referral	X	-	-	-	-

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Table 4 (Continued)
DISPLACED HOMEMAKER PROGRAM
IMPACT ASSESSMENT MATRIX

Type of Services Provided, Secondary, 1981-82

PDE Contract Number	Program Emphasis	Participation Facilitators			Personal Problem Solving				Career Planning				Educational Aids Skill Preparation					Other
		Financial Aid	Transportation	Child Care	Personal Counseling	Goal Setting/ Decision Making	Assertiveness Training	Peer Support Groups	Career Assessment	Career Counseling	Job Search Skills	Job Referral and Placement	GED Preparation	Clerical Skills	Health Occupations Skills	Teacher's Aide	Nontraditional	
06-2001	Career Counseling/ Skill Preparation	X	X	X	X	X	X	X	X	X	X	X	X	X	X	-	X	-
06-2005	Career Counseling/Skill Prep.	-	X	X	X	X	X	X	X	X	X	X	X	-	-	-	X	-
06-2007	Career Counseling/Skill Prep.	X	-	-	X	X	X	X	X	X	X	X	-	X	X	-	X	-
06-2006	Career Counseling/Skill Prep.	-	-	-	X	X	X	X	X	X	X	X	X	X	X	X	X	-
06-2002	Career Counseling/Skill Prep.	-	-	-	X	X	X	X	X	X	X	X	X	X	X	X	X	-
06-2003	Career Counseling/Skill Prep.	-	-	-	X	X	X	X	X	X	X	X	X	X	X	X	X	-
06-2004	Career Counseling/Skill Prep.	-	-	-	X	X	X	X	X	X	X	X	X	X	X	X	X	-

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Table 4 (Continued)
DISPLACED HOMEMAKER PROGRAM
IMPACT ASSESSMENT MATRIX
Program Demographics, Secondary, 1981-82

PDE Contract Number	Targeted Population: CETA Participant	Targeted Population: Welfare Recipient	Targeted Population: Middle Income	Targeted Population: High Income	Number Enrolled	Participant Description: Age: 18 - 25	Age: 26 - 35	Age: 36 - 45	Age: Over 45	Race: Caucasian	Race: Black	Race: Other (e.g., Asian/Hisp.)	Income Level: Poverty	Income Level: Middle Income	Income Level: High Income	Residence: Urban	Residence: Suburban	Residence: Rural	Cause of Displacement: Divorced	Cause of Displacement: Widowed	Cause of Displacement: Separated	Cause of Displacement: Other	Status After Program: Employment	Status After Program: Education	Status After Program: Job Training	Status After Program: No Action	Participant Follow-up: Method	Participant Follow-up: Time	Program Coordinator Perception of Additional Participant Needs
06-2001	X	-	-	-	80	X	X	X	X	X	X	X	X	-	-	-	-	X	X	X	X	X	X	X	X	-	-	-
06-2005	X	-	-	-	180	X	X	X	X	X	X	-	X	-	-	X	X	-	X	X	X	X	X	X	X	X	Mail	6 mo.	-
06-2007	*	*	*	*	75	X	X	X	X	X	X	-	X	X	-	X	X	-	X	X	X	X	X	X	X	X	Mail	6 mo.	-
06-2006	-	-	X	-	*	X	X	X	X	X	-	-	-	X	-	X	X	-	X	X	X	X	X	X	X	X	Mail	6 mo.	-
06-2002	-	X	X	-	90	X	X	X	X	X	X	-	X	X	-	X	-	-	X	X	X	X	X	X	X	X	Mail	6 mo.	-
06-2003	-	X	X	-	100	X	X	X	X	X	X	-	X	X	-	-	X	-	X	X	X	X	X	-	X	X	Mail	6 mo.	-
06-2004	-	X	X	-	*	X	X	X	X	X	X	-	X	X	-	-	X	X	X	X	X	X	X	X	X	X	Mail	6 mo.	-
Total					525																								

*No data available.

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Program Coordinator's Self-Reporting Questionnaire

A self-reporting questionnaire (Appendix C) was developed and mailed to project (program) coordinators of the 32 displaced homemaker projects funded from 1979-80 through 1981-82. The questionnaire was designed to ascertain the quality/stability of services provided for displaced homemakers and to seek data that satisfied the objectives as follows:

Objective 2.0 - To identify how priorities of the target population were determined and validated

Objective 3.0 - To determine whether and to what extent the needs of the target population were met

Objective 5.0 - To identify alternative funding sources available to programs completing the third year of the state's three-year cycle

One mail follow-up and one telephone follow-up were made to programs that did not respond to the first mailing. Project coordinators returned information about 21 of the 32 displaced homemaker projects funded during the three-year period of interest. (In some cases, people who had served as coordinators were no longer employed in the schools and records that would answer survey questions were not available.) The following sections report the responses from the program coordinators' questionnaires.

Data totals may vary from table to table depending on the statistical records available to the reporting program coordinators. The data has been summarized and reported with two groups--postsecondary and secondary settings.

Postsecondary Settings

Table 5 shows the distribution of 2,834 displaced homemakers served in 14 postsecondary projects funded in 1979-80, 1980-81, and 1981-82, as reported by the eight schools in which they were located.

Table 5

NUMBER OF DISPLACED HOMEMAKERS SERVED IN POSTSECONDARY SETTINGS, 1979-80, 1980-81, 1981-82

Postsecondary Schools	Number of Displaced Homemakers FY 79-80	FY 80-81	FY 81-82	3-Year Total
Bucks County Community College	250	366	404	1,020
Butler County Community College	46	56	59	161
Luzerne County Community College	75	225	-	300
Penn State - Capitol Campus	-	-	131	131
Philadelphia Community College	100	-	640	740
Northampton Community College	-	-	57	57
Westmoreland County Community College	-	275	-	275
Williamsport Area Community College	150	-	-	150
Total	621	922	1,291	2,834

Table 6 reports funding sources and annual funding amounts received by the eight reporting postsecondary schools' displaced homemaker programs during FYs 1979-80, 1980-81, and 1981-82. Total funding from all sources over the three-year period was $495,347, with $264,172 (or 58 percent) reported as having been received from the Pennsylvania Department of Education. The remaining $194,581 (42 percent) used to fund the eight displaced homemaker programs came from matching college funds or funding from service agencies or corporate or private funds. PDE funded $92,023 for postsecondary DH settings in 1979-80, $68,243 in 1980-81, and $104,500 in 1981-82.

Table 6

DISPLACED HOMEMAKER PROGRAM FUNDING SOURCES AND AMOUNTS,
POSTSECONDARY SETTINGS, 1979-80, 1980-81, 1981-82

Postsecondary Schools	Funding Sources			Funding Amounts			3-Year
	FY 79-80	FY 80-81	FY 81-82	FY 79-80	FY 80-81	FY 81-82	Totals
				$	$	$	$
Bucks County Community College	PDE	PDE	PDE	10,418	13,940	5,730	30,088
	Bucks CC	Bucks CC	Bucks CC	8,875	11,471	12,260	32,606
		Adult Services	Adult Services	-	500	500	1,000
Butler County Community College	PDE	PDE	PDE	21,113	21,446	21,446	64,005
	Butler CC	Butler CC	Butler CC	18,867	22,288	21,802	62,957
Luzerne County Community College	PDE	PDE	PDE	25,000	20,000	-	45,000
Penn State - Capitol Campus	-	-	PDE	-	-	30,773	30,773
	-	-	Penn State	-	-	32,530	32,530
	-	-	Corporate/ Private	-	-	1,308	1,308
Philadelphia Community College	PDE	-	PDE	25,119	-	32,000	57,119
	Philadelphia CC	-	Philadelphia CC	21,738	-	32,069	53,807
Northampton Community College	-	-	PDE	-	-	14,551	14,551
Westmoreland County Community College	-	PDE	-	-	12,857	-	12,857
Williamsport Area Community College	PDE	-	-	10,373	-	-	10,373
	Wmsport CC	-	-	10,373	-	-	10,373
Total - PDE				92,023	68,243	104,500	264,172
All Other				69,853	34,259	100,469	194,581
Total				151,876	102,502	204,969	495,347

When the annual total funding is divided by the annual people served, the calculations reveal that, in 1979-80, an average of $245 was expended on the assessment, counseling, and skill preparation of each displaced homemaker in the eight reporting postsecondary projects. In 1980-81, the average per participant was $111, and in 1981-82, the cost per person averaged $159.

Table 7 indicates the displacement categories represented by the 2,377 displaced homemakers reported as having been enrolled in the program in postsecondary projects in funding years 1979-80 through 1981-82. (Not all reporting projects had records of these data.)

Forty-five men (two percent of the total people served) enrolled in the programs. Bucks County, Westmoreland County Community College and Penn State - Capitol Campus included men in their programming. A total of 2,332 women enrolled in programming. Twenty-nine percent of these women were married, 24 percent were divorced, and 22 percent were separated at the time they enrolled in their respective programs.

Table 8 shows the ages of the displaced homemakers served in post-secondary projects in funding years 1979-80, 1980-81, and 1981-82. Thirty-seven percent of the displaced homemakers served were between the ages of 25-34 years. Twenty-eight percent were between 35 and 44 years of age, and 20 percent were between 45 and 54 years old.

Table 9 indicates the racial description of displaced homemakers. Seventy-two percent of the displaced homemakers served were caucasian, 26 percent were black, and two percent were of Spanish, Asian or American Indian descent.

The (perceived) socio-economic backgrounds of the displaced homemakers in postsecondary school programs are reported in Table 10. Forty-one percent of those served in the three funding years were welfare recipients at the onset of their enrollment. Twenty-seven percent came from a middle socio-economic background, and 27 percent were from a lower socio-economic background.

Table 7

CATEGORIES OF DISPLACEMENT
POSTSECONDARY SETTINGS, 1979-80, 1980-81, 1981-82

School by Fiscal Year	Married		Divorced		Separated		Single Parent		Widowed		Totals	
	N	%	N	%	N	%	N	%	N	%	N	%
Bucks CC												
1979-80												
Male	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-
1980-81												
Male	-	-	-	-	-	-	-	-	-	-	-	-
Female	125	36	100	29	85	24	-	-	40	11	350	100
1981-82												
Male	2	1	10	3	15	4	-	-	-	-	27	10
Female	146	40	60	17	65	18	30	8	35	10	336	93
Butler CC												
1979-80												
Male	-	-	-	-	-	-	-	-	-	-	-	-
Female	12	26	11	24	13	28	-	-	10	22	46	100
1980-81												
Male	-	-	-	-	-	-	-	-	-	-	-	-
Female	28	50	8	14	14	25	-	-	6	11	56	100
1981-82												
Male	-	-	-	-	-	-	-	-	-	-	-	-
Female	30	51	12	20	13	22	1	2	3	5	59	100
Luzerne CC												
1979-80												
Male	-	-	-	-	-	-	-	-	-	-	-	-
Female	7	9	25	33	26	35	-	-	17	23	75	100
1980-81												
Male	-	-	-	-	-	-	-	-	-	-	-	-
Female	81	36	86	38	21	9	-	-	37	16	225	100

Table 7 (continued)

School by Fiscal Year	Married		Divorced		Separated		Single Parent		Widowed		Totals	
	N	%	N	%	N	%	N	%	N	%	N	%
Northampton CC												
1981-82												
Male	-	-	-	-	-	-	-	-	-	-	-	-
Female	6	11	13	23	19	33	1	2	18	32	57	100
Philadelphia CC												
1979-80												
Male	No data		No data		No data		No data		No data		No data	
Female												
1981-82												
Male	-	-	-	-	-	-	-	-	-	-	-	-
Female	51	8	128	20	192	30	256	40	12	2	639	100
Westmoreland CC												
1980-81												
Male	10	3	8	2	-	-	-	-	-	-	18	5
Female	155	43	74	21	-	-	82	23	28	9	339	95
Williamsport CC												
1979-80												
Male	-	-	-	-	-	-	-	-	-	-	-	-
Female	100	67	40	27	-	-	-	-	10	7	150	100
Total												
Male	12		18		15		-		-		45	2
Female	741		557		448		370		216		2332	98
Total	753		575		463		370		216		2377	100

Table 8

AGE DESCRIPTION OF DISPLACED HOMEMAKERS SERVED
POSTSECONDARY SETTINGS, 1979-80, 1980-81, 1981-82

	Bucks Co. CC						Butler Co. CC						Luzerne Co. CC				PSU-Cap.		Phila. CC				H'ptn. CC		Wstd. CC		Wmpt. CC		3-Year Totals	
	FY 79-80		FY 80-81		FY 81-82		FY 79-80		FY 80-81		FY 81-82		FY 79-80		FY 80-81		FY 81-82		FY 79-80		FY 81-82		FY 81-82		FY 80-81		FY 79-80			
Age Range	M	%	M	%	M	%	M	%	M	%	M	%	M	%	M	%	M	%	M	%	M	%	M	%	M	%	M	%	M	%
Under 25	24	10	45	13	31	8	-	-	1	2	2	3	1	1	6	3	6	5	-	-	64	10	1	2	-	-	15	10	196	7
25-34	71	28	90	26	92	25	11	24	23	41	26	44	9	12	19	8	44	34	-	-	480	75	10	18	82	30	40	27	997	37
35-44	95	38	135	39	135	36	18	39	19	34	18	31	27	36	73	32	38	29	-	-	45	7	23	40	82	30	35	23	743	28
45-54	50	20	60	17	84	23	13	28	11	20	11	19	30	40	118	52	22	17	-	-	40	6	12	21	70	26	35	23	556	20
55-64	10	4	10	3	29	8	4	9	2	4	2	3	8	11	9	4	3	2	-	-	6	1	11	19	41	15	25	17	160	6
65 and over	-	-	5	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6	1	-	-	-	-	-	-	11	1
Age unknown	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	18	14	-	-	-	-	-	-	-	-	-	-	18	1
Totals	250		345		371		46		56		59		75		225		131		-		641		57		275		150		2681	100

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Table 9

RACE DESCRIPTION OF DISPLACED HOMEMAKERS SERVED
POSTSECONDARY SETTINGS, 1979-80, 1980-81, 1981-82

Race Description	Bucks Co. CC						Butler Co. CC						Luzerne Co. CC				PSU-Cap.		Phila. CC				N'pton. CC		Wstd. CC		Wmspt. CC		3-Year Total	
	FY 79-80		FY 80-81		FY 81-82		FY 79-80		FY 80-81		FY 81-82		FY 79-80		FY 80-81		FY 81-82		FY 79-80		FY 81-82		FY 81-82		FY 80-81		FY 79-80			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Caucasian	240	96	320	98	350	94	46	100	56	100	58	98	71	95	211	94	-	-	-	-	19	3	53	93	272	99	140	93	1836	72
Black	10	4	25	7	15	4	-	-	-	-	1	2	4	5	8	4	-	-	-	-	577	90	1	2	3	1	10	7	654	26
Other	-	-	-	-	6*	2	-	-	-	-	-	-	-	-	6*	3	-	-	-	-	45*	7	3*	5	-	-	-	-	60	2
Totals	250		345		371		46		56		59		75		225						641		57		275		150		2550	100

*American Indian, Asian, Hispanic

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Table 10

SOCIO-ECONOMIC BACKGROUND OF DISPLACED HOMEMAKERS SERVED
POSTSECONDARY SETTINGS, 1979-80, 1980-81, 1981-82

Socio-Economic Background	Bucks Co. CC						Butler Co. CC						Luzerne Co. CC				PSU-Cap.		Phila. CC				N'ptn. CC		Watd. CC		Wmspt. CC		3-Year Totals	
	FY 79-80		FY 80-81		FY 81-82		FY 79-80		FY 80-81		FY 81-82		FY 79-80		FY 80-81		FY 81-82		FY 79-80		FY 81-82		FY 81-82		FY 80-81		FY 79-80			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CETA clients	50	21	40	11	50	10	1	2	-	-	-	-	10	13	10	7	-	-	*	*	-	-	-	-	-	-	30	20	191	7
Welfare recipients	70	29	120	34	150	30	-	-	8	14	-	-	30	40	8	5	13	10	*	*	576	90	6	11	-	-	100	67	1090	41
Lower socio-economic (other than CETA or welfare)	100	42	140	40	150	30	29	63	25	45	29	49	30	40	57	39	40	31	*	*	-	-	13	23	96	50	10	7	719	27
Middle socio-economic	20	8	50	14	100	20	15	33	22	39	20	34	5	7	73	49	73	56	*	*	58	9	37	63	37	50	10	7	580	22
Upper socio-economic	-	-	-	-	50	10	1	2	1	2	1	2	-	-	-	-	5	4	*	*	6	1	1	2	-	-	-	-	63	3
Total	240		350		500		46		56		59		75		148		131		*		640		57		193		150		1645	100

*No data

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Table 11 shows the residential areas of the displaced homemakers served in postsecondary programs during the three funding years. Fifty-nine percent of the participants came from urban areas, 21 percent from rural areas, and 21 percent were from suburban areas.

Table 12 indicates efforts made to create a state-wide network of displaced homemaker programs and the development of displaced homemaker program materials developed in postsecondary settings in 1979-80, 1980-81, and 1981-82. Two projects, Luzerne and Philadelphia Community Colleges, developed inter-agency brochures or newsletters. Four projects, Luzerne, Penn State - Capitol Campus, Philadelphia and Northampton Colleges sponsored displaced homemaker workshops/seminars for staff training. Six of the projects, Bucks, Butler, Luzerne, Penn State, Philadelphia and Northampton Colleges developed materials as a part of their projects.

Table 11

RESIDENTIAL AREA OF DISPLACED HOMEMAKERS SERVED
POSTSECONDARY SETTINGS, 1979-80, 1980-81, 1981-82

Residential Area	Bucks Co. CC						Butler Co. CC						Luzerne Co. CC				PSU-Cap.		Phila. CC				N'ptn. CC		Watd. CC		Wmspt. CC		3-Year Total
	FY 79-80		FY 80-81		FY 81-82		FY 79-80		FY 80-81		FY 81-82		FY 79-80		FY 80-81		FY 81-82		FY 79-80		FY 81-82		FY 81-82		FY 80-81		FY 79-80		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Urban	230	92	325	93	260	64	-	-	-	-	-	-	37	49	33	15	20	15	100	100	640	100	22	39	-	-	-	-	1667	59
Suburban	-	-	-	-	34	8	25	54	29	52	45	76	25	33	162	72	98	75	-	-	-	-	19	33	137	50	-	-	574	20
Rural	20	8	25	7	110	27	21	46	27	48	14	24	13	17	30	13	13	10	-	-	-	-	16	28	138	50	150	100	577	21
Total	250		350		404		46		56		59		75		225		131		100		640		57		275		150		2818	100

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Table 12

EFFORTS MADE TO CREATE A STATE-WIDE NETWORK AND THE DEVELOPMENT OF DISPLACED HOMEMAKER PROGRAMMING MATERIALS POSTSECONDARY SETTINGS, 1979-80, 1980-81, 1981-82

Networking Efforts	Bucks Co. CC FY 80-81	Butler Co. CC FY 80-81	Luzerne Co. CC FY 79-80	Luzerne Co. CC FY 80-81	PSU-Cap. FY 81-82	Phila. CC FY 81-82	N'ptn. CC FY 81-82	Wstd. CC FY 80-81	Wmspt. CC FY 79-80
Developed inter-agency brochures/ newsletters	-	-	X	X	-	X	-	-	-
Established local service agencies	X	**-Volunteers Against Abuse -CETA -Mental Health -Bureau of Employment -Welfare	(**Active referral system)		X	X	X	X	X
Sponsored Displaced Homemaker seminars/ workshops for staff training	-	-	X	X	X	X	X	-	-
Attended Displaced Homemaker staff conferences	***Region III Conference for Displaced Homemaker Programs in MD	*Displaced Homemaker Conference PSU/Beaver	**PSU-Cap. 1980		Region III Conference in Buckeyestown MD	X	X	X	-
Other efforts	**Presentation mid-winter PA/ Adult Education Conference	-	-	-	-	-	-	**Contributed to Harrisburg PROBE staff	-

*1979-80
**1980-81
***1981-82

An inspection of Table 13 shows the operation schedule conducted during displaced homemaker programming in postsecondary settings during 1979-80, 1980-81, and 1981-82. Seven projects (Bucks County, Butler, Luzerne, Penn State - Capitol Campus, Philadelphia, Williamsport and Northampton Colleges) operated open centers that included both scheduled individual/group sessions and opportunities for displaced homemakers to "walk in" and obtain services. Westmoreland County Community College operated both scheduled group and individual sessions.

At five settings--Bucks, Butler, Luzerne, Penn State - Capitol Campus, and Northampton Colleges--the centers were reported as having been open five days a week. Northampton was open 13 hours each day; Bucks, Butler, and Penn State were open eight hours per day; and Luzerne was open seven and one-half hours per day. Scheduled evening hours were provided for the convenience of participants at Bucks County Community College, Luzerne County Community College, Philadelphia Community College, Northampton County Area Community College and at Penn State - Capitol Campus.

Four of the postsecondary schools (Bucks, Luzerne, Penn State - Capitol Campus and Philadelphia Colleges) used other facilities in addition to their DH center locations to extend their programs into the communities. Programs were conducted in community-based service agencies, churches, libraries and the YWCA.

Table 14 shows the workshops/seminars conducted during displaced homemaker programming. A total of 211 workshops were offered by the eight reporting projects during the three funding years. Philadelphia Community College held the greatest number of seminars/workshops (60) in one funding year, followed by 23 at Northampton, 22 at Bucks County, and 21 at Penn State - Capitol Campus. Average displaced homemaker attendance at these workshops was seventeen, and 90 percent of these displaced homemakers attended the workshops on a regular basis.

Table 13

OPERATION SCHEDULE DURING DISPLACED HOMEMAKER PROGRAMMING
POSTSECONDARY SETTINGS, 1979-80, 1980-81, 1981-82

	Bucks Co. CC			Butler Co. CC			Luzerne Co. CC		PSU-Cap.	Phila. CC		N'ptn. CC	Wstd. CC	Wmspt. CC
Operating Status	FY 79-80	FY 80-81	FY 81-82	FY 79-80	FY 80-81	FY 81-82	FY 79-80	FY 80-81	FY 81-82	FY 79-80	FY 81-82	FY 81-82	FY 80-81	FY 79-80
Scheduled individual sessions	-	X	-	-	-	-	-	X	-	X	X	X	X	X
Scheduled group session(s)	-	X	-	-	-	-	-	X	-	X	X	X	X	X
Open Center	-	X	-	-	-	-	-	-	-	-	X	-	-	X
Combination (both scheduled sessions & Open Center	X	-	X	X	X	X	X	X	X	-	-	X	-	X

Table 14

WORKSHOPS/SEMINARS DURING DISPLACED HOMEMAKER PROGRAMMING
POSTSECONDARY SETTINGS, 1979-80, 1980-81, 1981-82

Workshops/ Seminars	Bucks County CC			Butler County CC			Luzerne County CC		PSU-Cap.	Phila. CC		N'ptn. CC	Wstd. CC	Wmspt. CC
	FY 79-80	FY 80-81	FY 81-82	FY 79-80	FY 80-81	FY 81-82	FY 79-80	FY 80-81	FY 81-82	FY 79-80	FY 81-82	FY 81-82	FY 80-81	FY 79-80
	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Number of groups (or workshops/ Seminars)	15	22	30	3	3	3	10	10	21	*	60	23	9	2
Average number of displaced homemakers per group	13	13	12	15	19	20	15	15	*	*	10	15	31	30
Average attendance by enrolled displaced homemakers	90%	90%	10%	90%	90%	90%	90%	90%	*	*		90%	*	90%
Length & frequency of each workshop/seminar	3.5 hrs	**	**	3 day week	3 day week	3 day week	3 hrs biweek	3 hrs biweek	**	**	2 hrs	6 hrs	**	55 hrs
Number of weeks	**	**	**	5	5	5	20	20	**	*	**	6	**	16 weeks
Total days	**	**	**	15	15	15	10	10	21	*	**	6	15	64

*No data
**Varied; no regular schedule

80

81

Table 15 shows the counseling components included in the displaced homemaker programs for postsecondary projects funded in FYs 1979-80, 1980-81, and 1981-82. All eight reporting projects indicated that programs included the following counseling components: assertiveness training; career assessment; career counseling; goal-setting/decision-making training; and personal counseling. Personal/financial management counseling was provided at Bucks, Luzerne, Penn State - Capitol Campus, Philadelphia, and Northampton, and was "optional" at Butler County Community College. Human relationships counseling was included in Luzerne, Penn State - Capitol Campus, Philadelphia, Northampton, Westmoreland and Williamsport projects.

Respondents were also asked to indicate other counseling components included in their schools' programs, in addition to the choices listed on the questionnaire (as reported in the preceding table, Table 15):

Bucks County Community College

1979-80 - How to Start Your Own Business

1980-81 - Managing Personal Change
Legal Information
Job Hunt
Upper County Outreach

1981-82 - Legal Information
Upper County Outreach
Basic Home Repairs
Job Rights
Managing Personal Change
Empty Nest
Job Hunt Jitters

Luzerne County Community College

1979-80 and 1980-81 - Family Counseling

Penn State - Capitol Campus

1981-82 - Math/Computer Anxiety

Table 15

COUNSELING COMPONENTS INCLUDED IN THE DISPLACED HOMEMAKER PROGRAMMING POSTSECONDARY SETTINGS, 1979-80, 1980-81, 1981-82

Counseling Components	Bucks Co. CC			Butler Co. CC			Luzerne Co. CC		PSU-Cap.	Phila. CC		N'ptn. CC	Wstd. CC	Wmspt. CC
	FY 1979-80	FY 1979-80	FY 1980-81	FY 1979-80	FY 1980-81	FY 1981-82	FY 1979-80	FY 1980-81	FY 1981-82	FY 1979-80	FY 1981-82	FY 1981-82	FY 1980-81	FY 1979-80
Assertiveness training	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Career assessment	X	X	X	X	X	X	X	X	X	-	X	X	X	X
Goal setting/ decision-making training	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Human relations	-	-	-	-	-	-	X	X	X	X	X	X	X	X
Personal counseling	-	X	X	X	X	X	X	X	X	X	X	X	X	X
Personal/ financial management	-	X	X	(Optional)			X	X	X	X	X	X	-	-

Philadelphia Community College

1979-80 - Women and Substance Abuse
Women and Aging
Women and Sexual Choices

1981-82 - Stress Management and Coping Skills for the Unemployed

Northampton Community College

1981-82 - Legal Knowledge
Single Parenting Skills

Westmoreland County Community College

1980-81 - Financial Aid Counseling

Table 16 reports the skill preparation components of the displaced homemaker project programs for funding years 1979-80, 1980-81, and 1981-82. All eight reporting postsecondary programs included: occupational skills assessment (interest/aptitude); labor market information; job search skills; resume writing; job retention skills; and communication skills. Management skills were included in the programs of Luzerne, Penn State - Capitol Campus, and Philadelphia Colleges. Job placement assistance was offered by Bucks, Butler, Luzerne, Westmoreland, and Williamsport Area Community Colleges. The questionnaire also gave opportunity to respond to components for "skill preparation training: clerical, food service, and nursing/health care." All three of these skill preparation training areas were offered at Luzerne County Community College during each of the two years the program was funded (1979-80 and 1980-81). Also shown on Table 16 are other programs offered at Luzerne: Data Processing (two years) and Word Processing and Dental Assistant. The only other "skill preparation training" reported was "Blue Collar Skills," which was a part of the Penn State - Capitol Campus program (1981-82). Labor market information and job readiness skills training in the area of blue collar occupations were provided.

Table 16

SKILL PREPARATION COMPONENTS INCLUDED IN DISPLACED HOMEMAKER PROGRAMMING
POSTSECONDARY SETTINGS, 1979-80, 1980-81, 1981-82

Skill Preparation Components	Bucks Co. CC			Butler Co. CC			Luzerne Co. CC		PSU-Cap.	Phila. CC		N'ptn. CC	Wstd. CC	Wmspt. CC
	FY 1979-80	FY 1980-81	FY 1981-82	FY 1979-80	FY 1980-81	FY 1981-82	FY 1979-80	FY 1980-81	FY 1981-82	FY 1979-80	FY 1981-82	FY 1981-82	FY 1980-81	FY 1979-80
Occupational skills assessment (interest aptitude)	X	X	X	X	X	X	X	X	X	-	X	X	X	X
Labor market information	-	X	X	X	X	X	X	X	X	X	X	X	X	X
Job search skills	-	X	X	X	X	X	X	X	X	X	X	X	X	X
Resume writing	-	X	X	X	X	X	X	X	X	-	X	X	X	X
Job retention skills	-	-	X	X	X	X	X	X	X	X	X	X	-	X
Communication skills	X	X	X	X	X	X	X	X	X	X	X	X	-	X
Job placement assistance	-	X	-	X	X	X	X	X	-	-	-	-	X	X
Skill preparation:														
Clerical	-	-	-	-	-	-	X	X	-	-	-	X	-	-
Food Service	-	-	-	-	-	-	X	X	-	-	-	-	-	-
Nursing/Health Care	-	-	-	-	-	-	X	X	-	-	-	-	-	-
Other:														
Data Processing	-	-	-	-	-	-	X	X	-	-	-	-	-	-
Word Processing	-	-	-	-	-	-	-	X	-	-	-	-	-	-
Dental Assistant	-	-	-	-	-	-	-	X	-	-	-	-	-	-
Blue Collar Skills Exploration	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Respondents were asked to indicate "educational components" of the displaced homemaker programs: Adult Basic Education (ABE), High school credits/GED preparation; college credits; or continuing education credits. ABE was reported by Penn State - Capitol Campus and Northampton Community College, both in 1981-82 as "by referral only." High school credits/GED preparation, college credits, and continuing education credits were offered during both funded years (1979-80 and 1980-81) at Luzerne County Community College. Westmoreland County Community College offered continuing education credits as an option in 1980-81.

As shown in Table 17, all eight schools' displaced homemaker programs offered some form of support activities. Child care services were provided through five programs: Bucks, Butler, Luzerne, Westmoreland, and Williamsport Area Community Colleges. Financial aid was available during years 1980-81 and 1981-82 of the Bucks County program (their second and third years of funding), during both funded years at Luzerne County Community College, and during the single-year programs investigated at Penn State - Capitol Campus and Westmoreland County Community College. A follow-up service was part of the 1980-81 and 1981-82 programs at Bucks County Community College, both funded years at Luzerne and Philadelphia Community Colleges, and at Northampton Community College (1980-81). Peer support groups were an integral part of all programs for all years of funding. However, no schools reported that "transportation" was provided as a participant support activity.

Table 17

SUPPORT ACTIVITIES INCLUDED IN DISPLACED HOMEMAKER PROGRAMMING
POSTSECONDARY SETTINGS, 1979-80, 1980-81, 1981-82

Support Activities	Bucks Co. CC			Butler Co. CC			Luzerne Co. CC		PSU-Cap.	Phila. CC		N'ptn. CC	Wstd. CC	Wmspt.CC
	FY 1979-80	FY 1980-81	FY 1981-82	FY 1979-80	FY 1980-81	FY 1981-82	FY 1979-80	FY 1980-81	FY 1981-82	FY 1979-80	FY 1981-82	FY 1981-82	FY 1980-81	FY 1979-80
Child care services	-	X	X	X	X	X	X	X	-	-	-	-	X	X
Financial aid	-	X	X	-	-	-	X	X	X	-	-	-	X	-
Follow-up service	-	X	X	-	-	-	X	X	X	X	X	X	-	-
Peer support groups	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other:														
Internships	-	-	-	-	-	-	X	X	-	-	-	-	-	-
Scholarships	-	-	-	-	-	-	-	-	X	-	-	-	-	-
Awards	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Respondents were asked to indicate the special methods used to advertise the displaced homemaker programs. Responses included:

Bucks County Community College

1979-80, 1980-81, 1981-82 - Information to lawyers, school counselors

Butler County Community College

1979-80, 1980-81, 1981-82 - Social service agencies
Advisory Committee members
Speaking engagements
Slide-tape presentation

Luzerne County Community College

1979-80, 1980-81 - Outreach via speaking engagements to civic groups, etc. and workshops scheduled off campus at appropriate locations in the county.

Philadelphia County Community College

1979-80, 1981-82 - Social events and networking with other professionals and organizations.

Westmoreland County Community College

1980-81 - Local agencies

In addition to these methods specified by the reporting schools, respondents were provided a checklist of advertising methods. As shown in Table 18, all eight reporting schools said that advertising was accomplished through: the Bureau of Employment Security; CETA office(s); welfare office(s); brochures; and "word-of-mouth." Newspapers and radio were the most frequently used media, and four programs--Bucks, Penn State - Capitol Campus, Philadelphia, and Williamsport--took advantage of television's public service advertising. Butler and Luzerne County Community College advertised through slide-tape presentations and speaking engagements at appropriate locations in their respective counties. All eight reporting projects were involved with active referral and networking with schools, clergy, and social service agencies.

Table 18

METHODS OF ADVERTISING FOR DISPLACED HOMEMAKER PROGRAMMING
POSTSECONDARY SETTINGS, 1979-80, 1980-81, 1981-82

Methods of Advertising	Bucks Co. CC			Butler Co. CC			Luzerne Co. CC		PSU-Cap.	Phila. CC		N'ptn. CC	Wstd. CC	Wmspt. CC
	FY 1979-80	FY 1980-81	FY 1981-82	FY 1979-80	FY 1980-81	FY 1981-82	FY 1979-80	FY 1980-81	FY 1981-82	FY 1979-80	FY 1981-82	FY 1981-82	FY 1980-81	FY 1979-80
Bureau of Employment Security	X	X	X	X	X	X	X	X	X	-	X	X	X	X
CETA office(s)	X	X	X	X	X	X	X	X	X	-	X	X	X	X
Welfare office(s)	X	X	X	X	X	X	X	X	X	-	X	X	X	X
Brochures	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Posters (grocery stores, etc.)	X	X	X	-	-	-	-	-	X	-	X	X	X	-
Word-of-mouth	X	X	X	X	X	X	X	X	X	X	X	X	X	-
Newspaper	X	X	X	X	X	X	-	-	X	-	X	X	X	X
Radio	X	X	X	X	X	X	-	-	X	-	X	X	X	X
Television	-	-	X	-	-	-	-	-	X	-	X	-	-	X

Information was sought about the displaced homemaker staffs and their educational backgrounds. The 14 projects conducted in the eight reporting schools were each headed by one director, with the exception of Westmoreland County Community College, which reported two directors. (The term "director" may be synonymous with "coordinator.") Otherwise staffing patterns varied from school to school. Most projects employed "instructors," with Williamsport reporting 12 such staff members. A total of 32.5 FTE (full time equivalent) instructors were employed in 10 of the 14 project years. All eight reporting schools except Penn State - Capitol Campus said they had at least a half-time clerical person. Five schools utilized counselors, a counseling intern, or a college or community psychologist, and at Butler County Community College, the college's Psychological Services Department donated time to the displaced homemakers for personal counseling. The Philadelphia Community College program utilized its advisory board members in their respective areas of expertise to assist in the management, teaching, and counseling components of the program. The displaced homemaker program staff in the eight reporting postsecondary schools are shown in Table 19.

Table 20, which describes the educational background of these staff members, must be viewed with the recognition that the totals are not discrete: some may be duplications within a school in cases where one person was employed for more than one project year. When viewed from this perspective, counseling/psychology was perhaps the most prevalent educational background: personnel with this background were reported in six of the eight postsecondary schools that were reporting on 14 separate funded projects.

Table 19

DISPLACED HOMEMAKER PROGRAM STAFF
POSTSECONDARY SETTINGS, 1979-80, 1980-81, 1981-82

	Bucks Co. CC			Butler Co. CC			Luzerne Co. CC		PSU-Cap.	Phila. CC		N'ptn. CC	Wstd. CC	Wmspt. CC	
Staff	FY 1979-80	FY 1980-81	FY 1981-82	FY 1979-80	FY 1980-81	FY 1981-82	FY 1979-80	FY 1980-81	FY 1981-82	FY 1979-80	FY 1981-82	FY 1981-82	FY 1980-81	FY 1979-80	Total
Director	1	1	1	1	1	1	1	1	1	1	1	1	2	1	15
Instructors	-	5	5	.5	.5	.5	2	2	-	-	-	4	12	1	32.5
Counselors	-	-	1	-	-	-	-	-	.5	1	1	1	3	2	9.5
Paraprofessionals (Aides)	3	1	1	-	-	-	1	1 (counselor intern)	.5	-	1	-	-	-	6.5
Consultants	-	-	-	-	-	-	-	-	-	1	1	-	-	-	2
Clerical Personnel	1	1	1	.5	.5	.5	1	.5	-	1	3	.5	1	.5	12
Other	-	-	-	Time donated by college counselors			-	-	Community Psychologist	Advisory Board Members were utilized in their area of expertise		-	-	-	
Total	5	8	9	2	2	2	5	4.5	2	4	7	6.5	18	4.5	79.5

Table 20

EDUCATIONAL BACKGROUND, DISPLACED HOMEMAKER STAFF
POSTSECONDARY SETTINGS, 1979-80, 1980-81, 1981-82

Educational Background	Bucks Co. CC			Butler Co. CC			Luzerne Co. CC		PSU-Cap.	Phila. CC		N'ptn. CC	Wstd. CC	Wmspt. CC	Total
	FY 1979-80	FY 1980-81	FY 1981-82	FY 1979-80	FY 1980-81	FY 1981-82	FY 1979-80	FY 1980-81	FY 1981-82	FY 1979-80	FY 1980-81	FY 1981-82	FY 1980-81	FY 1979-80	
Elementary/ Secondary Education	-	-	-	1	1	1	1	1	-	-	-	1	-	-	6
Vocational Education	-	-	-	-	-	-	-	-	-	-	-	1	1	1	3
Counseling/ Psychology	-	-	-	1	1	1	-	-	1	1	1	1	1	1	9
Social Work	-	1	1	1	1	-	-	-	-	-	-	-	-	-	4
Other: Public Relations	1	-	-	-	-	-	-	-	-	-	-	-	-	-	1

Table 21 shows the follow-up activities conducted after the end of the funded program year, as reported by program coordinators of postsecondary projects in FYs 1979-80, 1980-81, and 1981-82. Luzerne and Bucks County Community Colleges and Penn State - Capitol Campus utilized three-month telephone follow-ups. Six-month telephone follow-up was reported by Butler, Luzerne, and Philadelphia Community Colleges. Luzerne County Community College made telephone follow-up calls both one year and two years after completion. Mail follow-up was used by Bucks, Butler, Luzerne, Philadelphia, and Northampton Community Colleges. Follow-up activity data were not available from Bucks County Community College for the first two funded years (1979-80 and 1980-81) or from Williamsport Community College (FY 1979-80).

Table 22 indicates five DH program coordinators' responses to the question seeking information about the status of DH program participants six months after they had completed their programs in postsecondary settings during 1979-80, 1980-81, and 1981-82. (Bucks County Community College indicated that these follow-up data were not available for any of the three years during which that DH program was funded; Penn State - Capitol Campus did not complete this section of the questionnaire; no data were reported by Philadelphia Community College for 1979-80; and Westmoreland County Community College indicated that no six-month follow-up data had been collected.) Of the 1,394 displaced homemakers for whom six-month follow-up data were reported by the postsecondary coordinators, five percent had completed high school diplomas, 17 percent had entered job training, 28 percent entered postsecondary education, 30 percent were employed, and seven percent had been unable to find employment during this period even though they wished to do so. An additional 13 percent were reported as having continued

Table 21

FOLLOW-UP ACTIVITIES CONDUCTED AFTER THE END OF THE FUNDED PROGRAM YEAR
POSTSECONDARY SETTINGS, 1979-80, 1980-81, 1981-82

Follow-up Activity	Bucks Co. CC	Butler Co. CC			Luzerne Co. CC		PSU-Cap.	Phila. CC		N'ptn. CC	Wstd. CC
	FY 81-82	FY 79-80	FY 80-81	FY 81-82	FY 79-80	FY 80-81	FY 81-82	FY 79-80	FY 81-82	FY 81-82	FY 79-80
Telephone											
3 months	X	-	-	-	X	X	X	-	-	-	-
6 months	X	X	-	-	X	X	-	-	X	-	-
1 year	-	-	-	-	X	X	-	-	-	X	-
2 years	-	-	-	-	X	X	-	-	-	-	-
Mail											
3 months	X	-	-	-	-	-	-	X	-	X	-
6 months	-	X	X	X	-	X	-	-	-	X	-
1 year	-	X	-	-	-	X	X	-	X	-	-
2 years	-	-	-	-	-	-	-	-	-	-	-
Other											
Regular phone contact	X	-	-	-	-	-	-	-	-	-	-
Reunions (planned by group members)	-	X	X	X	-	-	-	-	-	-	-
Annual survey (N=150)	-	-	-	-	-	-	-	X	X	-	-
Test results & reminder letter sent to post-participants	-	-	-	-	-	-	-	-	-	-	X

postsecondary education while also employed or said they had elected, for a variety of reasons, to remain at home: these persons are reported in Table 22 as "other." It should be noted that 122 of Philadelphia Community College's 1981-82 post-participants were reported in the "other" category, which may have been selected as the response due to a lack of hard categorical data.

Table 32

STATUS OF DISPLACED HOMEMAKERS SIX MONTHS AFTER PARTICIPATION
POSTSECONDARY SETTINGS, 1979-80, 1980-81, 1981-82

	Butler County CC						Luzerne County CC				Phila. CC		Northampton CC		Williamsport CC		
	FY 79-80		FY 80-81		FY 81-82		FY 79-80		FY 80-81		FY 81-82		FY 81-82		FY 79-80		
Status	(N=44)		(N=58)		(N=59)		(N=75)		(N=225)		(N=640)		(N=57)		(N=150)		Total (N=1,394)
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N %
Completed high school diploma	-	-	-	-	3	5	1*	16	16	7	26	4	1	2	10	7	68 5
Entered job training	3	7	3	5	7	12	-	-	225	100	-	-	-	-	-	-	238 17
Enter postsecondary education	7	15	13	23	12	20	7	9	225	100	41	6	24	8	65	43	394 28
Entered employment	25	54	20	36	20	34	51	68	193	86	-	-	37	70	75	50	421 30
Unemployed	8	17	20	36	16	27	15	17	29	13	-	-	6	11	10	7	102 7
Other	3	7	-	-	1	2	1	1	35	16	122	19	9	16	-	-	171 13

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Program coordinators were asked to indicate the program's continuation status at the end of each funded year. Bucks County Community College, which was funded for all three years of interest, was provided continued support by the college after the end of the third year (1981-82). Butler County Community College's program, also funded for all three years, was continued through college support. Luzerne County Community College received funding from PDE for FY 1979-80 and 1980-81 but not for 1981-82; however, college and local funding resources enabled the program to operate continuously until it was once again supported by PDE in 1982-83. Philadelphia Community College was funded by PDE for FY 1979-80 and 1981-82; PDE funds from the disadvantaged category enabled this program to remain in operation. Northampton Community College was funded for 1981-82 and received funding from the college to continue its program the following year. Westmoreland County Community College, which was funded only for 1980-81, indicated that the school had continued to serve displaced homemakers as a part of their regular population and not as a "unique target group." Williamsport Area Community College was funded by PDE for just one year (1979-80) and was then again funded by PDE for 1982-83.

Coordinators were also asked what kind of assistance they felt would have been required to continue the DH program after the end of the funding year(s). Six of the eight responding postsecondary schools--Butler County CC, Luzerne County CC, Penn State - Capitol Campus, Philadelphia CC, Northampton CC, and Williamsport Area CC--said that "additional funding" would have assisted continuation. No respondents indicated that "staff inservice" was required, but Luzerne County CC felt "program guidelines" would have been of assistance, Bucks County CC indicated "instructional materials," and Luzerne County CC indicated "resource assistance."

Some respondents gave additional comments that would further explain the operation of their displaced homemaker programs in postsecondary settings:

Bucks County Community College:

> The first grant year was targeted to woman who were widowed, divorced, or separated. The second grant year opened the definition of displaced homemaker to include married women looking for employment due to economic necessity; participants included both men and women who were separated, divorced, widowed, or married, including those married individuals who needed to find work due to economic necessity.

Butler County Community College:

> The program was located in the College Counseling Center. Clients were scheduled for individual appointments and encouraged to participate in the five-week workshops if appropriate.

Northampton County Community College:

> The program functioned as an auxiliary program to the Adult Resource Center (which was also originally funded by PDE). The Adult Resource Center services a broader clientele of of adults going through job-related and personal changes. The same personnel are utilized.

Respondents from postsecondary program settings presented the following specific recommendations for future PDE-funded displaced homemaker programs:

Funding should be available on a continuing basis as long as the need exists; local service providers should be able to apply for funds.

Inform selected schools on time about funding - before school year begins.

More funding for statewide advocacy, organizing and networking efforts.

Greater commitment to funding primary prevention effort.

Rationale for funding is apparently to provide "seed money" for programs to become self-supporting. This does not make sense with this population group as it will never have the money to be self-supporting.

Secondary Settings

During 1981-82, displaced homemaker programs were funded through the Pennsylvania Department of Education in secondary school settings for the first time.

Table 23 shows that a total of 734 displaced homemakers was served in the seven secondary school settings funded during 1981-82:

Table 23

NUMBER OF DISPLACED HOMEMAKERS SERVED IN SECONDARY SETTINGS, 1981-82

Secondary Schools	Number of Displaced Homemakers Served
Altoona AVTS	181
Centre County AVTS	104
Connelley Skill/Learning Center	113
Crawford County AVTS	95
Forbes Road East AVTS	63
Greater Johnstown AVTS	120
York County AVTS	58
Total	734

Table 24 describes the funding sources for each of the seven 1981-82 displaced homemaker programs conducted through secondary schools in Pennsylvania and the amounts received from these sources. Funding allocated through the Pennsylvania Department of Education totaled $305,984. Local funding totaled $3,833. Total funding for this first year of operation of seven programs at secondary locations was $309,817.

In comparing the data in Tables 23 and 24 (number of participants and dollars expended), the average PDE cost per participant in displaced homemaker

Table 24

DISPLACED HOMEMAKER PROGRAM FUNDING SOURCES AND AMOUNTS
SECONDARY SETTINGS, 1981-82

Secondary Schools	Source of Funding	Amount Received	Total Funding
		$	$
Altoona AVTS	PDE	67,388	67,388
Centre County AVTS	PDE	34,595	34,595
Connelley Skill/Learning Center	PDE	52,435	52,435
Crawford County AVTS	PDE	36,667	36,667
Forbes Road East AVTS			37,028
	PDE	35,177	
	Local	1,851	
Greater Johnstown AVTS			39,623
	PDE	37,641	
	Local	1,982	
York County AVTS	PDE	42,081	42,081
Total			309,817
	PDE	305,984	
	Local	3,833	

programs conducted in secondary school settings during 1981-82 was $417, for which 734 participants received varying combinations of assessment, counseling, and skill preparation services. During this same year (1981-82), PDE allocated $104,500 for postsecondary programming, which amounted to an average expenditure of $81 for each of the 1,291 persons served.

When considering all sources of funding for 1981-82 programs in secondary and postsecondary settings, the average cost per participant in secondary school settings was $422; the average cost per participant in postsecondary school settings was $159.

Table 25 shows the categories of displacement of the male and female displaced homemakers who entered programs conducted through secondary school projects in FY 1981-82, as reported by program coordinators. (No data were available from Connelley Skill Learning Center or Johnstown AVTS.) Data relevant to this item was reported for 50 of the 734 people served in the seven programs conducted in secondary school settings: only two participants were males. Of the 497 women reported, 31 percent were married, 31 percent were divorced, and 18 percent were widowed.

Table 25

CATEGORIES OF DISPLACEMENT
SECONDARY SETTINGS, 1981-82

	Married		Divorced		Separated		Single Parent		Widowed		Total	
School	N	%	N	%	N	%	N	%	N	%	N	%
Altoona												
Male	-	-	-	-	-	-	-	-	-	-	-	-
Female	72	40	40	22	20	11	15	8	34	19	181	100
Centre Co.												
Male	-	-	1	-1	-	-	-	-	-	-	1	1
Female	36	35	30	29	15	14	13	12	9	9	103	99
Crawford Co.												
Male	-	-	-	-	1	1	-	-	-	-	1	1
Female	8	9	55	55	17	18	-	-	14	17	94	99
Forbes Road												
Male	-	-	-	-	-	-	-	-	-	-	-	-
Female	18	29	15	24	12	19	-	-	18	29	63	100
York Co.												
Male	-	-	-	-	-	-	-	-	-	-	-	-
Female	23	40	13	22	11	19	-	-	11	19	58	100
Total												
Male	-	-	1	(1)*	1	(1)*	-	-	-	-	2	(1)*
Female	157	31	153	31	75	15	28	6	86	18	499	99+
Total Enrolled	157	31	154	31	76	15	28	6	86	18	501	100

*Less than 15 percent.

Table 26 shows the ages of displaced homemakers served in five of the seven postsecondary projects funded in 1981-82. Data were not available for this item from Centre County AVTS and Greater Johnstown AVTS. In the five secondary projects that reported the ages of their participants, 32 percent were between ages 25 and 34 and nearly as many (28 percent) were between ages 35 and 44. Another 20 percent were ages 45 to 54. (In comparing these age groups with those reported in postsecondary programs, it will be noted that 28 percent of all reported enrollees in both types of settings were between 35 and 44 and 20 percent in both settings were between 45 and 54. The largest age group reported in both settings was between ages 25 and 34, comprising 32 percent of the secondary enrollments and 37 percent of postsecondary enrollments.)

Table 26

AGE DESCRIPTION OF DISPLACED HOMEMAKERS SERVED SECONDARY SETTINGS, 1981-82

Participant Age Range	Altoona AVTS		Connellsy Skill		Crawford County		Forbes Road		York County		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Under 25	17	9	14	13	10	11	-	-	1	2	42	8
25 - 34	70	39	44	42	31	33	8	13	7	12	160	32
35 - 44	50	28	30	29	19	20	17	27	26	45	142	28
45 - 54	18	10	12	12	24	25	28	44	18	31	100	20
55 - 64	26	14	4	4	11	12	9	14	6	10	56	11
65 & Over	-	-	-	-	-	-	1	2	-	-	1	-
Total Enrollment*	181	36	104	21	95	19	63	13	58	12	501	100

*Percent totals may vary due to rounding.

Project coordinator respondents were asked to describe the racial mixture of their 1981-82 displaced homemaker programs. Data were not available from all schools. Of those which reported, Altoona AVTS said that all 181 of their program participants were caucasian, as was the case in Crawford County AVTS, where all 95 participants reported were caucasian. At Forbes Road East AVTS, 61 participants were caucasian and two were black. At York County AVTS, 57 participants were caucasian and one was hispanic. Thus, of a total of 397 participants reported for this item, 99 percent were caucasian, whereas only 72 percent of all persons reported during the three-year funding period reported from postsecondary settings were caucasian.

Table 27 shows the (perceived) socio-economic background of 502 of the homemakers served in five of the seven secondary settings in 1981-82. These data were unavailable from the Greater Johnstown AVTS; Connelley Skill Learning Center reported that "most participants" were in the lower socio-economic strata, other than CETA or welfare recipients, and that "a few participants" were from each of the categories "welfare recipients" and "middle socio-economic" backgrounds. As shown in Table 27, about one-third (31 percent) of all numbers reported by five schools were "welfare recipients" and one-third (34 percent) were "middle socio-economic." A little more than one-fourth (27 percent) were "lower socio-economic" but not CETA or welfare recipients. CETA clients in 1981-82 programs in secondary schools comprised nine percent of the 501 persons reported by their (perceived) socio-economic status. (Overall, in postsecondary settings over the three-year funding period, of that group of programs more participants were "welfare recipients," the overall average for postsecondary in that category having been 40 percent as compared to the overall average

of 31 percent in secondary settings. This skewedness should be viewed in light of the large number of "welfare recipients" reported by Philadelphia Community College in 1981-82--576 of their 640 participants.)

Table 27

SOCIO-ECONOMIC BACKGROUND OF DISPLACED HOMEMAKERS SERVED SECONDARY SETTINGS, 1981-82

Socio-Economic Background	Altoona AVTS		Centre County		Crawford County		Forbes Road AVTS		York County		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
CETA clients	5	3	16	15	10	11	10	16	-	-	41	8
Welfare recipients	29	16	44	42	65	68	14	22	2	3	154	31
Lower Socio-Economic (other than CETA or welfare)	39	22	25	24	5	5	18	29	46	79	133	27
Middle Socio-Economic	108	60	19	18	15	16	18	29	10	17	170	34
Upper Socio-Economic	-	-	-	-	-	-	3	5	-	-	3	1
Total,* All Groups	181		104		95		63		58		501	100

*Percentages may vary due to rounding.

Respondents were also asked to indicate their perceptions regarding the residential area from which their participant populations came to the displaced homemaker programs. As in the previous items asking about the socio-economic status of participants (Table 27), five schools entered numerical data; data were unavailable from the Greater Johnstown AVTS program, and Connelley Skill Learning Center gave the responses that "none" of the participants were from rural areas, "a few" participants were from suburban areas, and, as would be expected in an urban location, "most"

participants were from urban areas. Overall, however, participants from the five reporting secondary schools were about equally divided in geographic locations of suburban (44 percent) and rural (46 percent). Like their postsecondary counterparts, the secondary school displaced homemaker programs generally reported a "mixed" population, when viewed by area of residence, who were drawn from a rather broad geographic region surrounding the school. Exceptions were Philadelphia Community College, at the postsecondary level, and Connelley Skill Learning Center in Pittsburgh, both of which are located within large cities and neither of which reported any participants from rural areas.

Table 28 shows the residential areas reported by five secondary school settings, by numbers of participants in their 1981-82 displaced homemaker programs whom they perceived to be urban, suburban, and rural area residents.

Table 28

RESIDENTIAL AREA OF DISPLACED HOMEMAKER SERVED SECONDARY SETTINGS, 1981-82

Residential Area	Altoona AVTS		Centre County		Crawford County		Forbes Road AVTS		York County		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Urban	15	8	-	-	-	-	2	3	28	48	45	9
Suburban	34	19	39	38	55	55	54	86	21	36	203	40
Rural	132	73	65	63	45	45	7	11	9	16	258	51
Total*, All Groups	181		104		100		63		58		506	100

*Percentages may vary due to rounding.

Table 29 indicates efforts reported by secondary school program coordinators to create a state-wide network of displaced homemaker programs and

the development of displaced homemaker program materials during 1981-82. Data were received from six of the seven 1981-82 secondary programs: no data were received from Altoona AVTS regarding this item. Three of the projects--Centre County AVTS, Connelley Skill Learning Center, and Greater Johnstown AVTS--developed brochures or newsletters. Centre County AVTS sponsored a displaced homemaker seminar. Coordinators from all reporting projects attended displaced homemaker staff conferences.

The operation and time schedules for displaced homemaker programs funded in secondary schools during 1981-82 are shown in Table 30. Individual and group sessions were offered to participants at Altoona AVTS, Centre County AVTS, Connelley Skill Learning Center, and York County AVTS. The other three programs operating in secondary school settings reported that their programs were structured to be a combination of scheduled sessions and an "open center" for walk-in service.

At two project sites--Altoona AVTS and Connelly Skill Center, programs were scheduled for three-hour time periods, with afternoons left free for individual counseling appointments. Group sessions and individual counseling sessions were interspersed over a five to six-hours-per-day schedule at Centre County AVTS, Forbes Road East AVTS, and York County AVTS. During the weekdays of its project year, in 1981-82, the Greater Johnstown AVTS displaced homemaker center was open about 13 hours daily while a combination of scheduled group sessions were conducted and the Open Center was available to those who desired information or services.

Table 29

EFFORTS MADE TO CREATE A STATE-WIDE NETWORK AND THE DEVELOPMENT OF DISPLACED HOMEMAKER PROGRAMMING MATERIALS SECONDARY SETTINGS, 1981-82

Networking Efforts	Centre County AVTS	Connelley Skill Learning Center	Crawford County AVTS	Forbes Road East AVTS	Greater Johnstown AVTS	York County AVTS
Developed inter-agency brochures/newsletters	X	X	-	-	X	-
Established local service agencies	Centre County Council for Human Services	-	-	-	-	-
Sponsored Displaced Homemaker seminars/ workshops for staff training	X	-	X	-	-	-
Attended Displaced Homemaker staff conferences	Sponsored state seminar, May 1982	Harrisburg (PDE conference, 1982 & 1983)	Harrisburg (PDE conference, 1981 & 1982)	X	X	PDE, 1981; York AVTS, 1981-82
Other efforts	-	Meetings with area coordinators of women's programs	-	-	-	Centre County AVTS, 1982

Table 30

OPERATION SCHEDULE DURING DISPLACED HOMEMAKER PROGRAMMING IN SECONDARY SETTINGS, 1981-82

Operating Status	Altoona AVTS	Centre County	Connelley Skill	Crawford County	Forbes Road	Johnstown	York County
Scheduled individual sessions	X	X	X	X	-	-	X
Scheduled group sessions	X	X	X	X	-	-	X
Open Center	-	-	-	-	-	-	-
Combination (both scheduled sessions and Open Center)	-	-	-	X	X	X	-

Table 31 shows the number of workshops and seminars that were conducted in the displaced homemaker programs in secondary settings in 1981-82 and summarized project coordinators' descriptions of these workshops/seminars. Of the 36 workshops offered by the seven secondary school displaced homemaker projects during the funding year, overall average attendance can be calculated as 12 attendees per workshop, and, from data reported, 90 percent of those enrolled in the program at the time of offering attended the workshops on a regular basis. When comparing these calculations with data reported on workshops and seminars offered in the postsecondary settings, the average number attending was lower (12 people per workshop in secondary settings and 17 people per workshop in postsecondary settings); however, at both settings, 90 percent of the participants attended on a regular basis.

Table 31

WORKSHOPS/SEMINARS CONDUCTED DURING DISPLACED HOMEMAKER PROGRAMMING SECONDARY SETTINGS, 1981-82

Workshops/ Seminars	Altoona AVTS	Centre County	Connelley Skill	Crawford County	Forbes Road	Johns-town	York County
Number of groups (or workshops/ seminars)	5	5	6	4	4	5	5
Average number of displaced homemakers per group	20	18	15	15	10	20	11
Average attendance by enrolled displaced homemakers	16	*	13	15	10	18	*
Length & frequency of each workshop/ seminar	*	*	3 hours/ 3 days	4 days/ week	3 days/ week	*	120 hours
Number of weeks	*	3	5	6	6	**	**
Total days	*	15	15	24	18	**	24

*No data
**Varied

Program coordinators of the seven programs conducted in secondary school settings during FY 1981-82 were asked to indicate items on a checklist of counseling features if these components were a part of their programs. All seven schools indicated that the counseling components of their displaced homemaker programs included:

Assertiveness Training
Career Assessment
Career Counseling
Goal Setting and Decision Making
Personal Counseling
Personal and Financial Management

All but one program was shown as having a specific unit on "Human Relations." Program coordinators were also asked to list other components of the counseling

portion of the displaced homemaker program if there were other areas not included in the aforementioned checklist. The following additional counseling components were listed:

Centre County AVTS

Stress Management

Connelley Skill Learning Center

Stress Management
Dealing with Divorce

Crawford County AVTS

Building Self-Esteem

The skill preparation components of displaced homemaker programs conducted in secondary settings in 1981-82 were shown by respondents as they reacted to a checklist of skill preparation components. All seven indicated that the following were included in their programs:

Occupational Skills Assessment (interest and aptitude)
Labor Market Information
Job Search Skills
Resume Writing
Job Retention Skills
Communication Skills

Respondents were also asked to specify any occupational skill preparation areas (programs) offered to their program participants. Their responses are summarized and reported in Table 32, which shows that skill preparation was a part of all seven secondary programs in 1981-82, either by direct intervention and assistance or by referral. The AVTS programs funded in 1981-82 reflect the expanding scope of displaced homemaker programs over those programs initially funded in 1979-80 and 1980-81 in postsecondary settings. In the earlier funding years, occupational skill preparation was not of immediate program focus, although Luzerne County Community College was assisting people interested in Data Processing (1979-80) and Word Pro-

cessing and Dental Assistant (1980-81) and Penn State - Capitol Campus offered Blue Collar Skill Preparation in 1981-82.

Table 32 reports the skill preparation components included in displaced homemaker programs in secondary settings in 1981-82:

Table 32

SKILL PREPARATION COMPONENTS INCLUDED IN DISPLACED HOMEMAKER PROGRAMMING SECONDARY SETTINGS, 1981-82

Skill/ Occupational Area	Altoona AVTS	Centre County	Connelley Skill	Crawford County	Forbes Road	Johns-town	York County
Clerical	X	X	X	X	X	*	*
Food Service	X	X	X	X	X	*	*
Nursing/ Health Care	X	X	X	X	X	*	*
Other:							
Welding Electronics	-	-	X	-	X	*	*
11 Nontraditional areas	-	-	-	X	-	*	*

*As referred

Adult Basic Education (ABE/GED) was offerd at four of the secondary school settings in 1981-82: Centre County AVTS, Connelley Skill Learning Center, Crawford County AVTS, and Greater Johnstown AVTS. Adult Basic Education was offered only at one postsecondary school, Luzerne County Community College.

As was the case in the postsecondary school settings, a variety of personal support activities was offered to the displaced homemakers who participated in programs conducted in secondary school settings in 1981-82. Like all eight reporting postsecondary schools, all secondary programs encouraged "peer support groups," and all secondary programs conducted follow-up ser-

vice activities to provide ongoing assistance and encouragement to post-participants as well as to collect follow-up data. While transportation assistance was not a feature of any of the reporting postsecondary schools, three secondary schools which are difficult to access by public transportation did provide transportation assistance for program participants: Centre County AVTS; Crawford County AVTS; and Greater Johnstown AVTS. Child care services were provided only at Crawford County AVTS, whereas five of the eight reporting postsecondary settings offered child care services. Forbes Road East AVTS reported that financial aid was included in services offered to displaced homemaker program participants; no post-secondary settings reported this kind of assistance.

Table 33 reports the support activities and services that were provided in each of the 1981-82 secondary school settings for displaced homemaker participants.

In Table 34, the methods used to advertise the secondary school displaced homemaker programs in 1981-82 are described. Brochures, newspapers, and radio were the most frequently used media by the six secondary programs for which data were available, as well as for the reporting postsecondary programs. Both the secondary and postsecondary school program coordinators reported that much advertising was accomplished through "word-of-mouth." Both types of programs also were likely to make use of public assistance agencies (Bureau of Employment Security, CETA offices, and welfare offices) to help advertise displaced homemaker programs and services.

Table 33

SUPPORT ACTIVITIES INCLUDED IN DISPLACED HOMEMAKER PROGRAMMING
SECONDARY SETTINGS, 1981-82

Support Activities	Altoona AVTS	Centre County	Connelley Skill	Crawford County	Forbes Road	Johns-town	York County
Child care services	-	-	-	X	-	-	-
Financial aid	-	-	-	-	X	*	-
Follow-up services	X	X	X	X	X	*	X
Peer support groups	X	X	X	X	X	*	X
Transportation	-	X	-	X	-	*	-

*Informational counseling provided for access to these services

Table 34

METHODS OF ADVERTISING FOR DISPLACED HOMEMAKER PROGRAMMING
SECONDARY SETTINGS, 1981-82

Methods of Advertising	Altoona AVTS	Centre County	Crawford County	Forbes Road	Johnstown AVTS	York County
Bureau of Employment Security	-	X	X	-	X	X
CETA office(s)	-	X	X	X	X	X
Welfare office(s)	-	X	X	X	X	X
Brochures	X	X	X	X	X	X
Posters (in grocery stores, etc.)	-	X	X	-	X	-
Word-of-mouth	X	X	X	X	X	X
Newspaper	X	X	X	X	X	X
Radio	X	X	X	X	X	X
Television	X	X	-	X	X	-

The staffing pattern of displaced homemaker programs in secondary settings in 1981-82 is described in Table 35. All seven secondary projects reported a person employed as a director, often called a "coordinator." This was a full time employee at six of the school settings and a half-time position at York County AVTS. As was found from the postsecondary school programs, staffing patterns varied from project to project. A total of five people were employed as instructors, six as counselors, and six as clerical personnel. Thirty-eight consultants were reported, with 31 of these utilized at Centre County AVTS. While no paraprofessionals, or aides, were used in the secondary settings, two interns from The Pennsylvania State University assisted in the Centre County AVTS program, and volunteers helped with program responsibilities in Crawford County and Greater Johnstown AVTSs.

Table 35

DISPLACED HOMEMAKER PROGRAM STAFF
SECONDARY SETTINGS, 1981-82

Staff	Altoona AVTS	Centre County	Connelley Skill	Crawford County	Forbes Road	Johnstown	York County	Total
	N	N	N	N	N	N	N	N
Director	1	1	1	1	1	1	.5	6.5
Instructors	2	-	1	-	1	-	1	5
Counselors	1	3	1	-	-	-	1	6
Paraprofessionals (Aides)	-	-	-	-	-	-	-	-
Consultants	1*	31*	1*	-	5*	-	-	38*
Clerical Personnel	2	2	1	.5	.5	-	-	6
Other:								
Penn State Interns	-	2	-	-	-	-	-	2
Volunteers	-	-	-	5	-	3	-	8
Total	7	39*	5*	6.5	7.5	4	2.5	71.5

*Includes part-time/volunteer personnel

Information was sought about the educational background of the displaced homemaker staffs. As was the case in postsecondary settings, the most prevalent educational background in secondary settings for displaced homemaker programs in 1981-82 was counseling and psychology. Table 36 reports the educational backgrounds of the displaced homemaker staffs in secondary settings.

Table 36

EDUCATIONAL BACKGROUND, DISPLACED HOMEMAKER STAFF
SECONDARY SETTINGS, 1981-82

Educational Background	Altoona AVTS	Centre County	Connelley Skill	Crawford County	Forbes Road	Johns-town	York County	Total
	N	N	N	N	N	N	N	N
Elementary/ Secondary Education	-	-	-	-	1	-	1	2
Vocational Education	4	-	-	-	-	1	-	5
Counseling/ Psychology	2	5	1	-	-	-	1	9
Social Work	-	-	-	1	-	-	-	1

Displaced homemaker staff were responsible for conducting follow-up activities of program participants after the end of the funding year, 1981-82. (Some program coordinators began their follow-up activities within specified periods after participants had completed their programs, rather than waiting until the end of the funding year.) The types of follow-up activities varied. Centre County AVTS reported monthly telephone contact with post-participants. One school--Crawford County AVTS--did a telephone follow-up at three months. Crawford County also did a six-month phone follow-up as did Altoona AVTS and York County AVTS. York County also reported a one-year phone follow-up. Mailed follow-ups were conducted after three-months by Crawford County AVTS and Forbes Road East AVTS, and after six

months by Forbes Road East. One-year mail follow-up was conducted by three schools--Crawford County AVTS, Forbes Road East AVTS, and York County AVTS. A two-year follow-up was conducted via the mail by Greater Johnstown AVTS. York County AVTS also reported having held an annual reunion of post-participants of the DH program. Overall, in both secondary and postsecondary DH settings, follow-up by mail was the most frequently used method of learning the status of participants who had completed the programming.

Table 37 indicates the status of 369 of the displaced homemaker program participants six months after program participation in four of the secondary settings. These data were not available for three schools--Connelley Skill Learning Center, Centre County AVTS, and Greater Johnstown AVTS. The program coordinators of the four reporting programs indicated that their follow-up data revealed that eight percent of the participants had completed high school, 15 percent entered job training, 25 percent entered postsecondary education, 30 percent had found employment, and 24 percent were unable to find employment during this period even though they had wished to do so. These reported outcomes of program participation are very close to those reported by the postsecondary program coordinators, where five percent of the participants were reported as having completed high school diplomas, 17 percent entered job training, 28 percent entered postsecondary education institutions, 30 percent were employed, and seven percent had been unable to find employment (and 13 percent were designated as "other.")

Table 37

STATUS OF DISPLACED HOMEMAKERS SIX MONTHS AFTER PARTICIPATION
SECONDARY SETTINGS, 1981-82

Status	Altoona AVTS		Crawford County		Forbes Road		York County		Total	
	N	%	N	%	N	%	N	%	N	%
Completed high school diploma	15	8	6	10	2	3	2	3	25	7
Entered job training	44	24	10	16	1	2	2	3	57	15
Entered postsecondary education institution	59	33	10	16	20	30	2	3	91	25
Entered employment	19	11	25	41	27	40	38	63	109	30
Unemployed	44	24	10	16	17	25	16	27	87	24
Total*,All Schools	189		61		67		60		369	100

*Percentages may vary due to rounding

Program coordinators were asked to indicate the continuation status of their programs (projects) at the end of the funding years. Six of the seven programs situated in secondary school settings received continued support from the Pennsylvania Department of Education to continue their projects into 1982-83: Altoona AVTS; Centre County AVTS; Connelley Skill Learning Center; Crawford County AVTS; Forbes Road East AVTS; and York County AVTS. The displaced homemaker program at Greater Johnstown AVTS was discontinued. At the postsecondary program level, eight reporting postsecondary programs indicated that two were discontinued after one year of operation (Williamsport Area Community College and Westmoreland County Community College). The other six postsecondary schools that responded to the survey indicated that they had received continued funding from PDE for 1982-83.

Coordinators were also asked what kind of assistance they felt would have been required to continue the DH program after the end of their funding

year(s). All seven secondary programs said that "additional funding" would have been desirable to assist continuation. Altoona and Crawford County AVTSs indicated that staff inservice, program guidelines, and resource materials would be desirable. Like their secondary school counterparts, all eight reporting program coordinators from postsecondary settings said that "additional funding" would have assisted continuation.

Respondents were invited to add comments that would further explain the operation of the displaced homemaker programs in secondary settings:

Centre County AVTS

> Frequent staff turnover is a problem in many DH programs

Crawford County AVTS

> This program has opened a community awareness of the displaced homemakers--their career and personal needs

DH program coordinators from secondary settings also presented recommendations for future PDE-funded displaced homemaker programs:

> Funding should be available on a continuing basis.
>
> Specific guidelines for follow-up, placement, and training referral need to be made.
>
> Give quicker knowledge of funding approval (by PDE).

Displaced Homemaker Program Post-Participants Self-Reporting Questionnaire

Self-reporting questionnaires were mailed to 345 displaced homemaker post-participants, seeking response from ten percent of the 2,834 displaced homemakers served in the 21 reporting programs from the three funding years, 1979-80, 1980-81, and 1981-82. Addresses were supplied by the program coordinator respondents to the questionnaires sent to secondary and postsecondary schools which had received funding during those years. Forty-two of the 345 questionnaires mailed were returned "addressee unknown," and 146

questionnaires were completed and returned. Eighty-four post-participants of postsecondary programs and 62 post-participants of secondary programs returned questionnaires. The return represented 42 percent of the questionnaires that were mailed and delivered. All respondents were female.

Of the 146 displaced homemaker program post-participants who returned questionnaires, 42 (29 percent) said they lived in a city, 55 (38 percent) said they lived in a town, and 49 (33 percent) lived in a rural area ("country.")

The ages of survey respondents, as self-reported for their time of entry into their respective displaced homemaker programs, are in line with those reported for all program participants by program coordinators. The greatest percentage of respondents (39 percent) were between 35 and 44 years of age, followed by 33 percent who said they were 45 to 54. Only one percent were under age 25, ten percent were between 25 and 34, and 17 percent were 55 years of age or over when they enrolled in displaced homemaker programs. Most respondents (139, or 95 percent) were caucasian. Four percent were hispanic or Asian, and one respondent was black.

In describing their marital status at the time of entry into displaced homemaker programs, 38 of the 146 respondents, or 26 percent, said they were separated, 36 (23 percent) said they were divorced, 43 (30 percent) were married, and 29 (19 percent) were widowed.

When responding to a question seeking information about their employment status at the time of their entry into displaced homemaker programs, the greatest number (80, or 55 percent of respondents) said they were unemployed when they started their programs. Seventeen had been on some type of public assistance program: 16 people, or 10 percent, were welfare recipients. One person had been enrolled in a CETA program. Twenty persons (14 percent

of the respondents) said they were employed at the time of the program entry. Twenty said they were employed part-time (14 percent of respondents), and nine persons (six percent) said they were "under-employed" at the time of program entry.

Post-participants were asked to describe the media that had attracted them to their displaced homemaker programs. As shown in Table 38, newspapers were the most effective advertising, according to 54 percent of the respondents, with flyers and brochures mentioned as the most effective media by 15 percent and word-of-mouth mentioned by 13 percent.

Table 38

ADVERTISING MEDIA THAT ATTRACTED DISPLACED HOMEMAKERS TO POSTSECONDARY AND SECONDARY SETTINGS, 1979-80, 1980-81, 1981-82

Advertising Media/Method	Number	Percent
Newspaper	79	54
Radio	9	6
Television	2	1
Bureau of Employment Security (Unemployment Office)	3	2
ABE/GED program	2	1
Flyers/brochures	22	15
Posters	9	6
Word-of-mouth	20	14

Post-participant respondents were asked to rate the effectiveness of the displaced homemaker program attended, using a five-point Likert-type scale. According to 69 respondents (47 percent), the program was "excellent: really provided the help needed." Thirty-seven women (25 percent of the 146

respondents) rated the program as "very good: met most needs." Another 28 women (19 percent) rated the program as "good: could have been better." Only nine percent gave their program below-average ratings: eight respondents (six percent) said the program was "fair: not very good" and four participants (three percent of the 146 respondents) felt the program was "poor: not at all good."

When asked if they had completed the displaced homemaker program in which they had enrolled, 117 respondents (80 percent) replied that they had completed the program.

Upon completion of or exit from their displaced homemaker program, 40 percent of the respondents reported that they had become employed and another 26 percent entered job training. Respondents' status after displaced homemaker programming is reported in Table 39.

Table 39

POST-PARTICIPANT STATUS AFTER DISPLACED HOMEMAKER PROGRAMMING, POSTSECONDARY AND SECONDARY SETTINGS, 1979-80, 1980-81, 1981-82

Post-Program Status	Number	Percent
Completed high school diploma	7	5
Entered job training	38	26
Entered a postsecondary educational program	21	14
Became employed	59	40
Remained unemployed	21	14
Total	146	100

The post-participant questionnaire also queried respondents about their current status as either employed persons or students. Ninety-eight of the 146 respondents (67 percent) reported that, at the time of questionnaire completion, they were employed. In addition, 115 of the 146 respondents (79 percent) said they were currently attending some form of schooling. Occupations listed by some respondents were: secretary; nurse aide; child care worker; home care companion; salesperson; word processor; business manager; dietary aide; dispatcher; food service worker; seamstress; beautician; marketing representative; traffic assistant; office administrator; travel agent; laser technician; librarian; postal worker; teacher's aide; bank teller; realtor; and photo license operator.

Of those respondents currently attending school 84 were registered with their local community college or university, and 31 had entered a postsecondary program in their area vocational-technical school. The postsecondary programs listed for courses of study were: cosmetology; medical assistant; dental assistant; welding; auto mechanic; data processing; word processing; computer technology; and office/business management.

Displaced Homemaker Program Coordinators On-Site Interviews

A randomization table was used to select a stratified random sample of five projects from each of the three funding years. On-site visitations were made to each of these projects. Because some programs were funded for more than one year, a total of 12 schools was visited. They were (in alphabetical order): Allegheny County Community College - Center South; Allegheny County Community College - Ridge Avenue; Altoona AVTS

Butler County Community College; Centre County AVTS; Crawford County AVTS; Forbes Road AVTS; Greater Johnstown AVTS; Luzerne County Community College; Pittsburgh School District - Connelley Skill Learning Center; Philadelphia Community College; and York County AVTS.

Two structured interview schedules (Appendices E and F) were developed - one for project coordinators and one for displaced homemaker completers. The project coordinator and displaced homemaker program completer interviews were conducted to validate the self-reporting questionnaire and for in-depth understanding of the structure, success, and problems of the Department's funding strategies and to assess their impact on the quality of services provided for displaced homemakers. Interview questions sought data to satisfy the following objectives:

Objective 1.0 - To determine whether activities supported by the state agency focused on priority solutions for the problems of the target population

Objective 2.0 - To identify how priorities of the target population were determined and validated

Objective 3.0 - To determine whether and to what extent the needs of the target population have been met

Objective 5.0 - To identify alternative funding sources available to those programs completing the third year of the state's three-year funding cycle

Objective 7.0 - To determine what happens to displaced homemakers exiting formal training programs

Objective 8.0 - To identify the efforts to develop a statewide network to provide services for displaced homemakers

A total of nine men attended the 12 programs visited. However, most of the coordinators interviewed maintained that women have special social

and emotional needs that only other women can understand. These coordinators have experienced the very urgent need to deal with women as a different population. One coordinator stated, "Women entering my project need to not have the fear of competition from men. Not all women perceived themselves at a disadvantage, but most do. They need to see others in the workshops who are likely to be in their situation. Unemployed men have only recently come down to the low wages and little advancement that women have alwyas had to deal with."

The majority of women entering the displaced homemaker projects were between 35 and 45 years of age. One coordinator stated, "The women arrive here a nervous wreck. Being home and watching Captain Kangaroo are very different from coming to my program and daily making career/personal decisions."

Once enrolled in the DH programs, the (1983-84) attrition rate was five percent (a reduction of five percent from the funding years, 1979-82). Attrition is greatest when the program is about three-fourths completed and the reason for "dropping out" is usually in the nature of a personal/family crisis. The older the displaced homemaker, the lower the attrition rate. Many coordinators feel that the older (35-55) adult believes that this program may be a "last chance." More men seem to "drop out" of programming than women, but fewer men have been enrolled so data may be invalid.

Adults from the middle socio-economic stratum complete the program more often than adults from the lower stratum. Babysitting and transportation expenses are given as reasons for this attrition.

Solving some of these problems and others has been the answer to reducing the attrition rate for most coordinators. Several projects

offered free or low cost babysitting at the site. Car-pools were formed to aide transportation problems. Most coordinators scheduled individual interviews with each displaced homemaker before entry into the program to make a contract that seeks commitment to completing all objectives of the program.

Several coordinators charge a small fee ($5-15) believing that this provides a token commitment that the adults would not want to lose if they "dropped out." Butler, Penn State - Capitol Campus, and Luzerne County Community College provided scholarship aid for those participants who could not afford the program fees. Scholarship aid is gained by fund-raising efforts by advisory committee members and people who have been enrolled in the displaced homemaker program.

Reducing the attrition of male participants or solving the issue of their inclusion is an issue debated by many coordinators. Increased staff inservice on this issue was suggested by the majority of the project coordinators.

The percentage of displaced homemaker completers placed in local employment varied annually from 33 percent to 85 percent, with the average at 55 percent. Centers located at AVTS settings placed 33 percent of their enrollees in vocational programs. Centers located in postsecondary centers placed 33 percent of their participants in postsecondary educational programs.

The coordinators interviewed listed the following as strengths of the PDE's displaced homemaker programs:

- Dedicated program coordinators/teachers/counselors
- A needed community service
- A program that creates results

- The state level organization
- The "personal individual touch" given each participant

The coordinators listed the following weaknesses of the PDE's displaced homemaker programs:

- PDE should help to establish initial, local program support
- the three-year reducing-funding pattern should be lengthened to five years of complete funding
- PDE should develop a basic curriculum guide to assist coordinators during their initial year of displaced homemaker programming
- PDE should create a resource library of curriculum guides used for DH programming in other states
- The number of staff conferences should be increased; they should be held at various displaced homemaker centers
- A staff conference should feature "fund raising" skills (to support program continuation)
- The networking between centers around the state should be increased (PDE should provide)
- The state legislature should pass H. B. 903 to create a broader funding base within PDE for DH training
- There should be commitment to established centers, "Don't let them fail because of lack of funds"
- Funding should be available for the beginning of the school calendar
- Reasons for funding/not funding programs should be stated and alternative funding sources suggested
- The funding amount for the last year of scheduled PDE funding should be increased

Displaced Homemaker Completer, On-Site Interviews

At each of the 12 on-site visitations, from one to five randomly selected displaced homemaker program graduates (all of whom were women) were interviewed with a structured interview schedule (Appendix F). These interviews provided valuable information about the quality of services provided for displaced homemakers and data concerning the placement record of the displaced homemakers exiting the programs.

Of the 33 displaced homemaker post-participants interviewed, 14 found employment after exiting their respective programs, nine entered vocational training programs, six entered postsecondary education, and only four had taken no career action.

Each displaced homemaker program completer interviewed was asked to reveal her overall feelings about the program she attended. Each of the 33 displaced homemakers responded with extremely positive descriptions of their respective program. One graduate responded, "For me, it was the best thing that ever happened!" Another indicated, "To be a part of this displaced homemaker program has not only trained me for the work force, but has enriched my life." Finally, one interviewee seemed to make the best summation of all the superlatives recorded: "I believe in myself again through the peer support, personal recognition and decision making skills I've learned. Because of this program, I have the courage to be me and the courage to go on!"

When the displaced homemaker program completers were asked to express their overall feelings about future (career) opportunities, responses varied but, again, they all reflected on the positive, self-concept-building aspects of the program each attended. One respondent stated, "Anything is possible." Another replied, "Excellent - now that I have confidence in

myself." The response that most reflected the positive feelings each person possessed for their respective programs was, "The only career limitations I have are the ones I put on myself!"

Each interviewee was asked what they would have done if they had not attended their displaced homemaker programs. Most stated they would have "floundered a little longer." Others stated they would have continued to be a single parent on welfare.

When asked what precipitated their entry into their respective displaced homemaker programs, many interviewees stated a personal life crisis helped them make the decision to change their life for the better. Some were in the process of a divorce and needed direction. Others heard about the displaced homemaker program from a friend and saw the opportunity to leave more physically demanding and low-income work (e.g., factory and housework) and to receive training in an occupation that would increase their income and make their lives easier.

And finally, when each displaced homemaker program completer was asked if there were any program features that could have been better addressed during their training, the following program ideas were suggested:

- Transportation services
- Child care services
- More individual counseling
- Skill training
- Additional job placement services
- Additional follow-up/counseling service

CHAPTER IV

SUMMARY AND CONCLUSIONS

The purpose of the project was to assess the impact of the Bureau of Vocational Education's Programs for Displaced Homemakers for the funding of Fiscal Years 1979-80, 1980-81, and 1981-82. Funding was awarded through the Displaced Homemaker Act of 1977. Displaced Homemakers are persons who have been primarily caretakers in the home but because of death, divorce, separation or disability of the spouse must suddenly become wage earners. Nationally, there are over three million displaced homemakers, with 212,000 persons who fit this definition in Pennsylvania.

Whatever the cause of displacement, this homemaker discovers that with an unfinished education, outdated or no work experience, and a negative self-concept, it is hard to compete in today's increasingly skilled job market. The goal of displaced homemaker (DH) education is to provide the support services and skill preparation that will allow these homemakers to overcome the above barriers and assist them in becoming independent, positive, employable individuals.

To determine whether the programs of the three subject years focused on priority solutions for the problems of the target population, the Vocational Education Department of the University of Pittsburgh conducted the following:

1. A thorough review was made of proposals and final reports of the 32 displaced homemaker funded projects (1979-80, 1980-81, 1981-82).
2. Self-reporting questionnaires were constructed and mailed to the project coordinators of the 32 funded projects (1979-80, 1980-81, 1981-82) and to 345 DH program post-participants.
4. On-site visitations were made to a stratified random sample of five of the DH projects from each of the three funding years.

Two structured interview guides were constructed and used at each site, where in-depth interviews were conducted with (a) the program coordinator and (b) one to five persons who had participated in the DH programs during the years of interest.

Review of Proposals/Final Reports

Thirty-two displaced homemaker projects were funded by the Pennsylvania Department of Education (PDE) during FYs 1979-80, 1980-81, and 1981-82. Nine postsecondary displaced homemaker projects were funded during Fiscal Year 1979-80: Allegheny County Community College - North; Allegheny County Community College - South; Bucks County Community College (two projects); Butler County Community College; Luzerne County Community College; Philadelphia Community College; Williamsport Area Community College; and Reading Area Community College.

During Fiscal Year 1980-81, seven postsecondary projects were funded: Allegheny County Community College - North; Allegheny County Community College - South; Bucks County Community College; Butler County Community College; Keystone Junior College; Luzerne County Community College; and Westmoreland County Community College.

Nine postsecondary displaced homemaker projects were funded in 1981-82: Allegheny County Community College - North; Allegheny County Community College - South; Allegheny County Community College (Ridge Avenue); Bucks County Community College; Butler County Community College; Keystone Junior College; Penn State - Capitol Campus; Philadelphia Community College; and Northampton County Area Community College.

In 1981-82 seven DH projects were, for the first time, funded in secondary settings: Altoona, Centre County, Crawford County, Forbes Road, Greater

Johnstown, and York County Area Vocational-Technical Schools and Pittsburgh School District - Connelley Skill Learning Center.

Eight postsecondary displaced homemaker projects from the survey years are in operation currently (September, 1984): Allegheny County Community College - South; Allegheny County Community College - Ridge Avenue; Bucks County Community College; Butler County Community College; Luzerne County Community College; Northampton County Area Community College; Pennsylvania State University - Capitol Campus; and Williamsport Area Community College. Five of the postsecondary displaced homemaker projects from the survey years have been discontinued: Allegheny County Community College - North; Keystone Junior College; Philadelphia Community College; Reading Area Community College; and Westmoreland County Community College. In some of the schools, displaced homemaker services are offered through other college departments.

Five secondary displaced homemaker projects from the survey years are in operation in September, 1984: Altoona Area Vocational-Technical School; Centre County Area Vocational-Technical School; Crawford County Area Vocational-Technical School; Pittsburgh School District - Connelley Skill Learning Center; and York County Area Vocational-Technical School. Two secondary DH projects have been discontinued: Forbes Road East Area Vocational-Technical School and Greater Johnstown Area Vocational-Technical School.

The coordinators of the seven discontinued DH programs listed, as reasons for the closings, a lack of local and PDE funding support. The coordinators indicated that they regret the closings and believe the need for displaced homemaker programs is growing rather than diminishing in their service areas.

Geographic Distribution. Fifteen of the displaced homemaker projects funded between 1979 and 1982 were located in the western region of Pennsylvania, four were located in the central region, and 13 were located in the eastern

region. Six of the DH projects were clustered around the Pittsburgh area: Allegheny County Community College (three projects); Forbes Road East Area Vocational-Technical School; Connelley Skill Learning Center; and Westmoreland County Community College. There were few or no programs operating in the more sparsely populated areas of northern and central Pennsylvania.

Program Coordinator's Self-Reporting Questionnaire.

A total of 2,834 displaced homemakers were served in the 21 reporting programs during the three funding years through an expenditure of $768,570 ($570,156 by PDE and $198,414 of local funding). Nine local funding sources were reported: CETA; college/university; area vocational-technical school; Chamber of Commerce; county Drug and Alcohol Commission; county Adult Services; private corporations; Jaycees; and Kiwanis Clubs. An average of $271 was expended on the assessment, counseling and skill preparation of each displaced homemaker during the survey years. Seventy-four percent of that average expenditure was supplied by the Pennsylvania Department of Education.

Fifty-eight percent of the total funding of postsecondary programs came from the Vocational Education Department of the PDE, while 98 percent of the total funding of secondary programs came from that same sourse. Forty-two percent of the funding for DH postsecondary programming came from college matching funds and other local funding sources i.e., Chamber of Commerce. Secondary programs received two percent of their funding from alternative sources.

Overall, in the populations of displaced homemakers served in post-secondary versus secondary programs, 40 percent of the displaced homemakers in the three funding years at postsecondary programs were welfare recipients

and lived in urban areas. Thirty-four percent of those served in secondary school settings were members of the middle socio-economic strata and lived in rural areas of Pennsylvania.

However, the ages of displaced homemakers entering the postsecondary and secondary programs were similar. Fewer displaced homemakers were under 25 or over 55 years of age when they entered either a secondary or postsecondary displaced homemaker program, the majority being reported as between ages 35 through 44. Most were caucasian; less than one percent were black or hispanic.

All 21 reporting projects offered similiar counseling services for displaced homemakers. These services included career assessment, career counseling, goal setting/decision-making training, human relations, personal counseling, life planning, assertiveness training, and personal/financial management.

All seven of the reporting secondary programs provided skill preparation in the AVTS where their program was located. Skill preparation was provided in the areas of food service, health occupations, word processing, clerical skills, and a variety of non-traditional occupations.

One of the reporting postsecondary programs offered skill preparation--Luzerne County Community College, which provided clerical skills, food service and health occupations.

Six reporting postsecondary programs provided job preparation workshops and educational/occupational referral. All eight of the reporting post-secondary programs provided peer support groups and used mail/phone follow-up activities to record the progress of each post-participant. Five projects provided child care services. None of the reporting postsecondary projects provided free transportation. Several coordinators phoned each DH post-participant on a regular basis and several programs held "alumni" reunions.

Transportation and child care services were provided in three secondary projects, and financial aid was offered in two DH centers. In one secondary program and two postsecondary programs, alumni groups held bake/garage sales to raise scholarships so that future displaced homemakers could use the money toward occupational/educational training.

Several postsecondary programs (Bucks, Butler, Luzerne, Reading, and Williamsport Community Colleges and Penn State - Capitol Campus) made efforts in statewide networking of services for displaced homemakers by sponsoring workshops/seminars/conferences for staff training. In addition, Penn State - Capitol Campus surveyed the programs and services available for the DH population in 1979 and 1981. Their 1981 survey indentified 52 programs for displaced homemakers and an additional 35 organizations that were considering or planning new programs throughout Pennsylvania. The Coordinator at Luzerne County Community College is the representative for the (U.S.) Region III (Pennsylvania, Maryland, Delaware, and District of Columbia) Network of Displaced Homemakers. Bucks, Butler, and Luzerne County Community Colleges and Penn State - Capitol Campus have written DH curriculum guides. Altoona AVTS was one of three displaced homemaker programs in the United States to develop a handbook for the inclusion of women in non-traditional jobs. Penn State - Capitol Campus also wrote a curriculum guide for the training of displaced homemakers in blue collar skill areas.

All 21 reporing projects developed local linkages to better serve their displaced homemaker population. The linkages were: CETA; YWCA; Social Services; Employment Services; crisis centers; Chambers of Commerce; local service organizations (Jaycees, Kiwanis, etc); and local churches of all denominations.

In all reporting DH settings in all years, approximately 17 displaced homemakers attended each workshop/seminar and 90 percent of those enrolled completed the planned program. Six months after program participation, five percent of the displaced homemakers completed their high school diploma, 17 percent entered job training, 28 percent entered postsecondary education, 30 percent were employed, 13 percent were employed and enrolled in post-secondary education, and only seven percent took no action toward their life's goals.

Displaced Homemaker Program Participant Self-Reporting Questionnaire

Self-reporting questionnaires were mailed to 345 displaced homemaker program participants from the three funding years, 1979-1982. Forty-two (12 percent) were returned "addressee unknown." Completed questionnaires were returned by 146 people representing 42 percent of those issued or 48 percent of those delivered.

Of the 146 displaced homemaker program participants who returned questionnaires, 55 percent lived in suburban areas, 95 percent were caucasian, and 57 percent were between the ages of 35 and 44 years. Upon entering their respective displaced homemaker programs, 30 percent of the women (all respondents were female) were married, 26 percent were separated, 25 percent were divorced, and 19 percent were widowed. The majority of these women (55 percent) were unemployed and 10 percent were welfare recipients. Most of the displaced homemakers heard about the program through articles or advertisements in the local newspaper.

Forty-seven percent of the respondents rated their programs as excellent ("really provided the help needed"); 25 percent said their respective programs "met most of their needs"; and only three percent said their displaced homemaker program was poor ("not good at all").

After completion of their displaced homemaker program, 40 percent of the survey respondents became employed, 26 percent entered job training, and only 14 percent took no action toward their life's goals. At the time of survey questionnaire completion (Spring, 1984) 67 percent of those responding were employed and 33 percent were attending school.

Displaced Homemaker Program Coordinators, On-Site Interviews

A randomization table was used to select a stratified random sample of five projects from each of the three funding years. Because some projects were funded for more than one year, a total of 12 sites were visited. A structured interview guide was used to ask each program coordinator the same questions.

Every coordinator interviewed stated that inquiries from both men and women interested in enrolling in their displaced homemaker programs has increased every year the project has been in existence. One coordinator received 2,500 calls in 1983-84. The current (Spring, 1984) enrollment figure for all 12 projects visited ranged from 10 to 400 men and women, with an average attendance of 75 adults for scheduled workshops/seminars per year.

Nine men were enrolled in the 12 programs visited. However, most of the coordinators interviewed maintained that women have special social and emotional needs that only other women understand. These coordinators have experienced the very urgent need to deal with women as a different population. One coordinator stated, "Being home and watching 'Captain Kangaroo' and making the decision to come to a displaced homemaker programming is very different from being laid off from 20 years of work and coming to our center." Many coordinators believe that the men and women coming from these backgrounds

have very different needs that could be best served in separate programs. Many stated that men felt "self-conscious" in their programs with women and women felt the fear of competition from the men.

Once enrolled in the displaced homemaker programs, the attrition rate for women is five percent (a reduction of five percent from the funding years 1979-82), with more men "dropping out" after only a few weeks of participation. The percentage of displaced homemaker participants placed in local employment, at the conclusion of the program, averaged 55 percent.

The coordinators interviewed listed the following strengths of PDE's displaced homemaker programs in 1983-84:

- Dedicated program coordinators/teachers/counselors
- A needed community service
- A program that creates results
- The state-level organization
- The "personal individual touch" they give each participant

The coordinators listed the following weaknesses of the PDE's displaced homemakers programs:

- PDE should help to establish initial, local program support
- The three-year reducing-funding pattern should be lengthened to five years of complete funding
- PDE should develop a basic displaced homemaker curriculum guide to assist coordinators during their initial year of displaced homemaker programming
- PDE should develop "standards" for DH program operation
- PDE should create a resource library of curriculum guides used for DH programming in other states
- Increase the number of staff conferences and hold them at various displaced homemaker centers

- Hold a staff conference on "fund raising" skills (to support program continuation)
- Hold a staff conference on the themes of "stress management" and "creativity in DH programming"
- Increase the networking between centers around the state (PDE should provide)
- The state legislature should pass H. B. 903 to create a broader funding base within PDE for DH training
- Commitment to established centers - "don't let them fail because of lack of funds"
- Increase the funding amount for the last year of scheduled PDE funding

Displaced Homemaker Participants, On-Site Interview

A total of 33 displaced homemaker post-participants was interviewed, following a structured interview guide, at the 12 on-site visitations.

Of the 33 displaced homemaker post-participants interviewed, 14 found employment after exiting their respective programs, nine entered vocational training programs, six entered postsecondary education, and only four had taken no career action.

Each displaced homemaker interviewed was asked to reveal her overall feelings about the program she attended. Each of the 33 displaced homemakers responded with extremely positive descriptions of their respective programs. One graduate responded, "For me, it was the best thing that ever happened." Another indicated, "To be a part of this displaced homemaker program hasn't only trained me for the work force, but has enriched my life." Finally, one interviewee seemed to make the best summation of all the program superlatives recorded - "I believe in myself again through

the peer support, personal recognition and decision-making skills I've learned. Because of this program, I have the courage to be me and the courage to go on!"

When the displaced homemakers were asked about their overall feelings about future (career) opportunities, responses varied, but again all reflected on the positive, self-concept building aspects of the program each attended. One respondent stated, "Anything is possible." Another replied, "Excellent - now that I have confidence in myself." And finally, the response that most reflected the positive feelings all of those interviewed possessed for their respective programs, "The only career limitations I have are the ones I put on myself!"

Each interviewee was asked what they would have done if they had not attended their displaced homemaker programs. Most stated they would have "floundered a little longer." Others stated they would have "continued to be a single parent on welfare."

When asked what precipitated their entry into their respective displaced homemaker programs, many interviewees stated a personal life crisis helped them make the decision to change their life for the better. Some were in the process of a divorce and needed direction. Others heard about the displaced homemaker program from a friend and saw, firsthand, how this friend benefited from the program. A few saw the opportunity to leave more physically demanding and low-income work (i.e., factory and housework) and to receive training in an occupation that would increase their income and make their lives easier.

And finally, each displaced homemaker interviewed was asked if there were any program features that could have been better addressed during their training. The following program ideas were suggested:

- Transportation services
- Child care services
- More individual counseling
- Skill training
- Additional job placement services
- Additional follow-up counseling/services

Conclusions

According to the findings of the study, the following conclusions can be made in relation to the objectives regarding the impact of 21 reporting vocational programs funded for displaced homemakers in Pennsylvania during the three-year period 1979-80 through 1981-82:

1.0 To determine whether activities supported by the state agency focused on priority solutions for the problems of the target population.

1.1 All 21 reporting projects offered similar counseling services that included the following: career assessment, career counseling; life planning; decision making; goal setting; personal counseling; assertiveness training; personal/financial management. All seven secondary projects and one post-secondary project offered skill preparation in the areas of food service, health occupations, clerical skills, word processing, and some non-traditional occupations.

1.2 Six months after program participation, five percent of 2,834 displaced homemakers enrolled in 21 reporting projects completed their high school diploma; 17 percent entered job training; 28 percent entered post-secondary education; 30 percent were employed; 13 percent were employed and enrolled in post-secondary education; and only seven percent took no action toward their life goals.

1.3 At the time of survey questionnaire completion (Spring, 1984) 67 percent of the 146 displaced homemaker program participants responding were employed and 33 percent were attending school.

CONCLUSION: Counseling and skill preparation services provided by the displaced homemaker projects resulted in educational and/or career placements for 93 percent of the target population.

2.0 To identify how priorities of the target population were determined and validated.

2.1 The priorities of the 21 reporting project coincided with federal legislative guidelines for displaced homemaker programming. No evidence was found regarding the program content of the eleven non-reporting DH projects funded during the study period.

CONCLUSION: The needs of the target population appear to be accurately determined based on the positive conclusion regarding Objective 1.0 (above), which is also validation of the priority activities which were addressed in the 21 reporting DH projects.

3.0 Whether and to what extent the needs of the target population have been met.

3.1 Forty-seven percent of the 146 displaced homemaker program participants who returned self-reporting questionnaires rated their programs as excellent ("really provided the help [illegible]d"); 25 percent said their respective programs were very good ("met most of their needs"); and only three percent said their displaced homemaker program was poor ("not good at all").

3.2 Immediately after completion of their displaced homemaker program, 40 percent of the 146 survey respondents became employed; 26 percent entered job training; and only 14 percent took no action.

3.3 Of the 33 displaced homemaker post-participants participating in on-site interviews, 14 found employment immediately after exiting their respective programs; nine entered vocational training programs; six entered postsecondary education, and only four had taken no career action.

CONCLUSION: Displaced homemaker programming met the immediate needs of 86 percent of the target population. Longer-term needs were also met, as evidenced above in the conclusions related to Objective 1.0 and 2.0.

4.0 To determine whether the funding strategies provided by the state agency focused on an equitable distribution of available displaced homemaker funds.

4.1 Fifteen (47%) of the 32 displaced homemaker projects funded between FYs 1979-80 and 1981-82 were located in the western region of Pennsylvania (six of the DH projects were clustered around the Pittsburgh area), four were located in the central region, and 13 were located in the eastern region. There were no programs operating in northern and southern Pennsylvania.

4.2 Thirteen of the 32 DH projects funded during the survey years are currently (FY 1984-85) in operation.

4.3 A total of 2,834 displaced homemakers were served in the 21 reporting projects during the three funding years through a total expenditure of $768,570 ($570,156 from PDE and $199,414 from local funding).

4.4 The average PDE cost per participant in DH projects conducted in secondary school settings during 1981-82 was $417, for which 734 participants received assessment, counseling, and skill preparation

services. During this same year (1981-82), the PDE allocation averaged $81 per participant to 1, 291 persons served in post-secondary settings for varying combinations of assessment and counseling. Skill preparation was offered in only one post-secondary project.

CONCLUSION: Seventy-four percent of the average per client expenditure over the three year survey period of $271 was supplied by the Pennsylvania Department of Education.

CHAPTER V

RECOMMENDATIONS

The data supplied in this study suggest the following recommendations for future displaced homemaker programming and funding.

1.0 Develop Displaced Homemaker Program "Standards." Program Standards should be utilized for program implementation and evaluation.

2.0 Develop a "Displaced Homemaker Program Coordinator's Handbook."

- 2.1 Program standards and program criteria checklist
- 2.2 Curriculum guide, including skill preparation and job-readiness preparation.
- 2.3 Promotional plan
- 2.4 Alternative funding sources
- 2.5 Resource bibliography
- 2.6 Financial aid sources and procedures
- 2.7 Impact Assessment Matrix

3.0 Develop and maintain a resource center for Displaced Homemaker Program curricula and exemplary and other supportive materials.

4.0 Solidify the Displaced Homemaker Program network.

- 4.1 Establish displaced homemaker programming regions; provide funding and support for regional DH program coordinators' meetings to improve communications and linkages.
- 4.2 conduct an annual, statewide conference of Displaced Homemaker Program Coordinators
- 4.3 Extend Displaced Homemaker Program networking to displaced homemaker programs that are not supported by PDE funding
- 4.4 Maintain active participation in the National Displaced Homemaker Network

5.0 Broaden the Displaced Homemaker Program funding guidelines to strengthen the program and make enrollment more accessible to displaced homemakers. Each program should:

5.1 Provide additional personal counseling, job placement and follow-up services

5.2 Provide additional support services to enhance participation: e.g., child care; transportation; tuition assistance.

6.0 Extend the PDE funding duration in order to assure establishment, development, and continuation of an effective, efficient Displaced Homemaker Program.

APPENDICES

APPENDIX A

Displaced Homemaker Program
Impact Assessment Matrix
Postsecondary

DISPLACED HOMEMAKER PROGRAM
IMPACT ASSESSMENT MATRIX

Program Funding Data, Postsecondary, 1979-80

APPENDIX A 1

PDE Contract Number	School Name/ Responsible Party	Program Name	PDE Funding Category		PDE Funding Amount $	Supplemental Funding Source	Supplemental Funding Amount $	Total Annual Funding $
			AVTS	Postsecondary				

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IMPACT ASSESSMENT MATRIX

APPENDIX A 2

Page 2 (of 4)

Staff and Program Management, Postsecondary, 1979-80

*Key: C = Continued
DC = Discontinued
CMP = Completed

PDE Contract Number	Program Staff		Frequency of Program(s) Offered	Normal Program Duration	Method(s) of Advertising	Program Status at End of Funding Year*			Coordinator's Perception of Additional PDE Help Needed	Effort Toward State Network
	Number	Educational Background				C	DC	CMP		

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Type of Services Provided, Postsecondary, 1979-80

PDE Contract Number	Program Emphasis	Participation Facilitators			Personal Problem Solving				Career Planning				Educational Aids Skill Preparation						Other
		Financial Aid	Transportation	Child Care	Personal Counseling	Goal Setting/ Decision Making	Assertiveness Training	Peer Support Groups	Career Assessment	Career Counseling	Job Search Skills	Job Referral and Placement	GED Preparation	Clerical Skills	Health Occupations Skills	Teacher's Aide	Nontraditional		

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Program Demographics, Postsecondary, 1979-80

PDE Contract Number	Targeted Population				Number Enrolled	Participant Description																						Participant Follow-up		Program Coordinator Perception of Additional Participant Needs
						Age				Race			Income Level			Residence			Cause of Displacement				Status After Program							
	CETA Participant	Welfare Recipient	Middle Income	High Income		18 - 25	26 - 35	36 - 45	Over 45	Caucasian	Black	Other (e.g., Asian/Hisp.)	Poverty	Middle Income	High Income	Urban	Suburban	Rural	Divorced	Widowed	Separated	Other	Employment	Education	Job Training	No Action	Method	Time	

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APPENDIX B

Displaced Homemaker Program
Impact Assessment Matrix
Secondary

DISPLACED HOMEMAKER PROGRAM
IMPACT ASSESSMENT MATRIX

Page 1 (of 4)

Program Funding Data, Postsecondary, 1981-82

APPENDIX B 1

PDE Contract Number	School Name/ Responsible Party	Program Name	PDE Funding Category		PDE Funding Amount $	Supplemental Funding Source	Supplemental Funding Amount $	Total Annual Funding $
			AVTS	Postsecondary				

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IMPACT ASSESSMENT MATRIX

APPENDIX B 2

Page 2 (of 4)

Staff and Program Management, Postsecondary, 1981-82

*Key: C = Continued
DC = Discontinued
CMP = Completed

PDE Contract Number	Program Staff		Frequency of Program(s) Offered	Normal Program Duration	Method(s) of Advertising	Program Status at End of Funding Year*			Coordinator's Perception of Additional PDE Help Needed	Effort Toward State Network
	Number	Educational Background				C	DC	CMP		

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IMPACT ASSESSMENT MATRIX

Type of Services Provided, Postsecondary, 1981-82

PDE Contract Number	Program Emphasis	Participation Facilitators			Personal Problem Solving				Career Planning				Educational Aids Skill Preparation						Other
		Financial Aid	Transportation	Child Care	Personal Counseling	Goal Setting/ Decision Making	Assertiveness Training	Peer Support Groups	Career Assessment	Career Counseling	Job Search Skills	Job Referral and Placement	GED Preparation	Clerical Skills	Health Occupations Skills	Teacher's Aide	Nontraditional		

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Page 4 (of 4)

Program Demographics, Postsecondary, 1981-82

APPENDIX B 4

PDE Contract Number	Targeted Population				Number Enrolled	Participant Description																						Participant Follow-up		Program Coordinator Perception of Additional Participant Needs
						Age				Race			Income Level			Residence			Cause of Displacement				Status After Program							
	CETA Participant	Welfare Recipient	Middle Income	High Income		18 - 25	26 - 35	36 - 45	Over 45	Caucasian	Black	Other (e.g., Asian/Hisp.)	Poverty	Middle Income	High Income	Urban	Suburban	Rural	Divorced	Widowed	Separated	Other	Employment	Education	Job Training	No Action	Method	Time	

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APPENDIX C

Displaced Homemaker Program
Post-participant Survey Instrument

University of Pittsburgh

SCHOOL OF EDUCATION
Vocational Education

February 22, 1984

As you may be aware, the University of Pittsburgh, Department of Vocational Education, is conducting a study, Assessment of the Impact of the Bureau of Vocational Education's Program for Displaced Homemakers for the Pennsylvania Department of Education (PDE). All Displaced Homemaker programs funded during 1979-80, 1980-81, and 1981-82 are included in this study.

Following a period of relatively abundant fiscal resources and in anticipation of new legislative directions, the Pennsylvania Department of Education is seeking to assess the impact of the monies expended during the first three years of Displaced Homemaker activities. Completion of the enclosed questionnaire(s) by March 15 will help the PDE determine if:

- funding strategies provided equitable distribution of available displaced homemaker funds, AND if the needs of displaced homemakers have been met by the services offered in the program; OR if
- future funding and program directions require new strategies.

If you have any questions concerning the purpose or content of the survey, please contact:

Dr. Cheryl Steczak (phone 412-624-6190) or Dr. Ona Kay Kiuter (412-624-1298)
Department of Vocational Education
University of Pittsburgh
4M03 Forbes Quadrangle
Pittsburgh, PA 15260

Your cooperation will make a positive effort toward the quality of services provided for Displaced Homemakers throughout Pennsylvania.

Sincerely,

Dr. Ann Ahearn
Displaced Homemaker Coordinator
Department of Education
Bureau of Vocational Education

Dr. Ona Kay Kinter
Project Director
University of Pittsburgh

Enclosure(s)

UNIVERSITY OF PITTSBURGH
Department of Vocational Education
February, 1984

SURVEY OF DISPLACED HOMEMAKER PROJECTS - 1979-80, 1980-81, 1981-82

BACKGROUND INFORMATION:

School _____

Project Number _____ Year(s)_____ Project Director _____

Project Title _____

Name of Person Completing Survey (If other than Project Director)_____

Title _____ Phone_____
(area)

INSTRUCTIONS: Listed below are three categories of questions concerning the Displaced Homemaker project. Respond to each question by completing the blanks that apply to the project identified above.

I. DISPLACED HOMEMAKER DEMOGRAPHIC DATA

1. What was the total number of displaced homemakers enrolled in this project? ____

Write the number of each of the following categories of displacement. (Estimate the number if not certain.)

Displacement Category	Number Enrolled		Program Completers		Total
	Male	Female	Male	Female	
Married	____	_____	____	_____	_____
Divorced	____	_____	____	_____	_____
Separated	____	_____	____	_____	_____
Single Parent	____	_____	____	_____	_____
Widowed	____	_____	____	_____	_____

2. What were the ages of the displaced homemakers served in this project?

Age Range	Number
Under 25	_____
25-34	_____
35-44	_____
45-54	_____
55-64	_____
65 and over	_____

3. What was the race description of the displaced homemakers served in this project?

Race	Number
Caucasian	_____
Black	_____
Other: _____	_____
_____	_____
_____	_____

4. Write (estimate if necessary) the numbers of displaced homemakers served who lived in each of the following kinds of areas:

Demographic Area	Number
Urban	_____
Suburban	_____
Rural	_____

5. Describe (estimate if necessary) the socio-economic background of the displaced homemakers in this project:

Socio-Economic Background	Number
CETA clients	_____
Welfare recipients	_____
Lower socio-economic (other than CETA or welfare)	_____
Middle socio-economic	_____
Upper socio-economic	_____

6. What was the status of the displaced homemakers 6 months after participation in this program?

Status	Number	
	Male	Female
Completed high school diploma	____	_____
Entered job training	____	_____
Entered post-secondary educational institution	____	_____
Placed in employment	____	_____
Unemployed	____	_____
Other (Please specify):		
_____	____	_____
_____	____	_____

7. List the source of all funding received for this Displaced Homemaker program [(during the funded project year(s)]:

Funding Source	Amount
_____	$_____
_____	$_____
_____	$_____
_____	$_____

8. What assistance would your program require from PDE to continue (or resume) operation? Check (✓) all that apply.

Additional funding _____
Staff inservice _____
Program guidelines _____
Instructional materials _____
Resource assistance _____
Other (Please specify): _____
_____
_____

II. DISPLACED HOMEMAKER SERVICES DATA

9. Which of the following counseling components were included in this Displaced Homemaker program? Check (✓) all that apply.

Assertiveness training _____
Career assessment _____
Career counseling _____
Goal-setting/decision-making training _____
Human relations _____
Personal counseling _____
Personal/financial management _____
Other (Please specify): _____
_____
_____

10. Which of the following job-training components were included in this Displaced Homemaker program? Check (✓) all that apply.

Occupational skills assessment (interest, aptitude) _____
Labor market information _____
Job search skills _____
Resume writing _____
Job retention skills _____
Communications skills _____
Management skills _____
Job placement assistance _____
Skill preparation training:
Clerical _____
Food Service _____
Nursing/Health Care _____
Non-traditional Occupations (Please list): _____
_____
_____

Other (Please list): _____
_____
_____

11. What educational components were included in this Displaced Homemaker program? Check (√) all that apply.

Adult Basic Education (ABE)	_____
High school credits/GED preparation	_____
College credits	_____
Continuing education credits	_____

12. What support activities were included in this Displaced Homemaker program? Check (√) all that apply.

Child care services	_____
Financial aid	_____
Follow-up services	_____
Peer support groups	_____
Transportation	_____
Other (Please specify):	_____
	_____
	_____

13. Describe the participant follow-up activities that were conducted after the end of the funded program year. Check (√) all that apply.

Phone Follow-up	Mail Follow-up	Other Follow-up
3 months _____	3 months _____	Please describe:
6 months _____	6 months _____	_____
1 year _____	1 year _____	_____
2 years _____	2 years _____	_____
Other (Please specify):	Other (Please specify):	_____
_____	_____	_____
_____	_____	_____

II. DISPLACED HOMEMAKER PROGRAM AND STAFF DATA

14. Was this Displaced Homemaker program operated as:

Scheduled individual sessions	_____
Scheduled group session(s)	_____
Open Center	_____
Combination (both scheduled sessions and Open Center)	_____

15. Describe the workshops/seminars (group sessions) conducted for the Displaced Homemaker program during the funding year:

Number of groups (or workshops/ seminars)	____
Average number of Displaced Homemakers per group	____
Average attendance by enrolled displaced homemakers	____
Length and frequency of each workshop/seminar	____
Number of weeks	____
Total number of days	____

When did the groups meet?

Morning	___a.m. to ___a.m. =	____	hours/day
Afternoon	___p.m. to ___p.m. =	____	hours/day
Full day	___a.m. to ___p.m. =	____	hours/day
Evening	___p.m. to ___p.m. =	____	hours/day

16. Describe the operation of the Open Center (if applicable) for the Displaced Homemaker program during the funding year:

Total number of days open	_____
Number of days open per week	_____

Number of hours per day:

Morning	___a.m. to ___a.m. =	____	hours/day
Afternoon	___p.m. to ___p.m. =	____	hours/day
Full day	___a.m. to ___p.m. =	____	hours/day
Evening	___p.m. to ___p.m. =	____	hours/day
Weekend	___ .m. to ___ .m. =	____	hours/day

17. Did this Displaced Homemaker project utilize facilities other than the school?

No ____
Yes ____ If yes, please describe:

Location	Frequency
_____	_____
_____	_____
_____	_____

18. What methods of advertising were used to encourage displaced homemaker participation? Check (✓) methods used.

Bureau of Employment Security	_____	Newspaper	_____
CETA office(s)	_____	Radio	_____
Welfare office(s)	_____	Television	_____
Brochures	_____	Other (Please specify):	
Posters (grocery stores, etc.)	_____	_____	
Word-of-mouth	_____	_____	

19. At the conclusion of the funded project, was the program-- (Check appropriate response):

Completed (need fulfilled) ____
Continued:
Continued funding by PDE ____
Continued funding by other agency(Please specify): _____

_____

_____

Discountinued (despite ongoing need) ____
Discontinued (If discontinued, please give reason): _____

_____

_____

_____

20. What effort was made to make this program part of the state-wide network of services to displaced homemakers? Check (√) all that apply, and list additional efforts.

Developed inter-agency brochures/newsletter ____ (PLEASE ENCLOSE A COPY)
Established local service agencies: ____
Please list agencies _____ _____

_____

_____

Sponsored Displaced Homemaker seminars/ workshops for staff training ____
Attended Displaced Homemaker staff conferences ____
Please describe: _____

_____

_____

Other efforts ____
Please describe: _____

_____

_____

21. How may people staffed this Displaced Homemaker program?

Position	Number
Director	_____
Instructors	_____
Counselors	_____
Paraprofessionals (Aides)	_____
Consultants	_____
Clerical Personnel	_____
Other (Please specify):	_____
_____	_____
_____	_____

22. What was the training background of your nonclerical staff?

Training Background	Number
Elementary/Secondary Education	_____
Vocational Education	_____
Counseling/Psychology	_____
Social Work	_____
Other (Please specify)	_____
_____	_____
_____	_____

23. Do you have additional comments or information that you feel would explain the scope and/or operation of this Displaced Homemaker program?

24. Do you have any recommendations regarding the PDE-funded Displaced Homemaker program?

25. Were any materials developed as a part of your project?

___ No
___ Yes. Please include a copy, if possible

___ Materials enclosed
___ No materials enclosed

THANK YOU FOR YOUR HELP!

APPENDIX D

Displaced Homemaker Program
Post-participant Survey Instrument

University of Pittsburgh

SCHOOL OF EDUCATION
Vocational Education

The Pennsylvania Department of Education, Bureau of Vocational Education, has engaged the University of Pittsburgh to conduct a study to determine the Impact of Displaced Homemaker Programs in Pennsylvania. The study covers the school years 1979-80, 1980-81, and 1981-82.

You have been selected, as a participant of a Displaced Homemaker program during one of these years, to receive the enclosed questionnaire. We would appreciate your help in finding out just how important and how effective the Displaced Homemaker program was for you and others enrolled in this program. Your answers will be used to help improve the program for future students.

Please write your answers on the form. Return it in the enclosed stamped, self-addressed envelope. If you have any questions, feel free to contact:

Dr. Ona Kay Kinter (phone 412-624-1298) or
Dr. Cheryl Steczak (phone 412-624-6190)
Department of Vocational Education
4M31 Forbes Quadrangle
University of Pittsburgh
Pittsburgh, PA 15260

Please return your completed questionnaire by _____, 1984.

Thank you for your cooperation.

Sincerely,

Dr. Ona Kay Kinter
Project Director
University of Pittsburgh

Dr. Ann Ahearn
Displaced Homemaker Coordinator
Department of Education
Bureau of Vocational Education

Enclosures (2)

University of Pittsburgh
for
Pennsylvania Department of Education

APPENDIX D 2

Displaced Homemaker Impact Study
DISPLACED HOMEMAKER PROGRAM PARTICIPANT

I. Please complete the following information about yourself:

1. Name (optional)_____

2. School/Center Attended for Displaced Homemaker Program_____

3. When were you enrolled in the Displaced Homemaker Program?
   a. Enrollment: Month_____ Year_____
   b. Completion: Month_____ Year_____

4. Describe the area where you live.
   a. _____ City
   b. _____ Town
   c. _____ Country

5. What is your age range? Check (√) one.
   a. _____ Under 25
   b. _____ 25 - 34
   c. _____ 35 - 44
   d. _____ 45 - 54
   e. _____ 55 and over

6. Ethnic background. Check (√) correct category.
   a. _____ Caucasian
   b. _____ Black
   c. _____ Other:_____

II. CURRENT STATUS

7. Are you currently employed?
   a. _____ Yes (If "Yes," please list your occupation)
   _____
   _____
   _____
   b. _____ No (If "No," please give reason)
   _____
   _____
   _____

8. Are you currently attending school?
   a. _____ No
   b. _____ Yes (If "Yes," write):
   Name of School:
   _____
   Area of Study:
   _____
   Career Goal:
   _____

DISPLACED HOMEMAKER IMPACT STUDY - 2

III. DISPLACED HOMEMAKER PROGRAM

9. When you entered the Displaced Homemaker program, were you: Check (√) all that apply.

a. _____ Separated
b. _____ Divorced
c. _____ Widowed
d. _____ A single parent
e. _____ Married

10. When you entered the Displaced Homemaker program, were you: Check (√) all that apply.

a. _____ Unemployed
b. _____ Employed, but seeking a career change
c. _____ Under-employed
d. _____ Employed part-time
e. _____ Enrolled in a CETA program
f. _____ Receiving Welfare payments

11. How did you hear/learn about the Displaced Homemaker program that you attended? Check (√) all that apply.

a. _____ Newspaper
b. _____ Radio
c. _____ TV
d. _____ CETA
e. _____ Bureau of Employment Security (Unemployment Office)
f. _____ Flyers/brochures
g. _____ Word-of-mouth
h. _____ ABE/GED Program
i. _____ Posters
j. _____ Other (Please specify):

_____

_____

_____

12. Did you complete the entire Displaced Homemaker program?

a. _____ Yes
b. _____ No (If "No," please give reason):

_____

_____

13. After your participation in the program, did you: Check (√) all that apply.

a. _____ Complete a high school diploma
b. _____ Enter job training
c. _____ Enter a post-secondary educational institution
d. _____ Remain unemployed
e. _____ Other (Please specify):

_____

_____

DISPLACED HOMEMAKER IMPACT STUDY - 3

14. Which of the following features were included in your Displaced Homemaker program? Check (√) all that apply.

a. _____ Assertiveness training
b. _____ Career assessment
c. _____ Career counseling
d. _____ Goal-setting/decision-making training
e. _____ Human relations training
f. _____ Personal counseling
g. _____ Financial management
h. _____ Other (Please specify):

_____

_____

15. Which of the following job-related skills were included in your Displaced Homemaker program? Check (√) all that apply.

a. _____ Occupational skills assessment (interest, aptitude)
b. _____ Labor market information
c. _____ Job search skills
d. _____ Resume writing
e. _____ Job retention skills
f. _____ Communications skills
g. _____ Management skills
h. _____ Job placement assistance
i. Job skill preparation:
_____ Clerical
_____ Food Service
_____ Nursing/Health Care
_____ Other job skill preparation (Please list):

_____

_____

j. _____ Other (Please list):

_____

_____

16. Which of the following educational opportunities were included in your Displaced Homemaker program? Check (√) all that apply.

a. _____ Adult Basic Education (ABE)
b. _____ High school credits/GED preparation
c. _____ College credits
d. _____ Continuing education credits

DISPLACED HOMEMAKER IMPACT STUDY - 4

17. Which of the following support activities were included in your Displaced Homemaker program? Check (✓) all that apply.

a. _____ Child care services
b. _____ Financial aid
c. _____ Follow-up services
d. _____ Peer support groups
e. _____ Transportation
f. _____ Other (Please specify):

_____

_____

18. Circle the answer that best describes your feelings about the quality of the Displaced Homemaker program you attended. Use this scale:

5 = Excellent (Really provided the help I needed)
4 = Very Good (Met most needs)
3 = Good (Could have been better)
2 = Fair (Not very good)
1 = Poor (Not at all good)

You may add comments if you wish. _____

_____

19. If you have additional comments or information that you feel would explain your reaction to the Displaced Homemaker program, please use this space.

20. If you have recommendations regarding future Displaced Homemaker programs, please use this space.

THANK YOU FOR YOUR HELP

APPENDIX E

Displaced Homemaker Program
Coordinator Interview Guide

University of Pittsburgh
for
Pennsylvania Department of Education

DISPLACED HOMEMAKER COORDINATOR INTERVIEW GUIDE

NAME _____ DATE _____

SCHOOL _____ INTERVIEWER _____

POSITION _____

1. About how many inquiries do you have, annually, from people who might be interested in enrolling the displaced homemaker program for:

   a. A human relations training session? _____

   b. A direction for changing career or educational program? _____

2. What is your present enrollment figure?

   _____ Men
   _____ Women

3. In what age groups do your students fall?

   _____% 17-18
   _____% 19-21
   _____% 22-25
   _____% 26-35
   _____% 36-45
   _____% Over 45

4. On the average, what is the annual attrition rate for your DH students?

   _____%

   a. Why do you feel people are most likely not to complete the program?

   b. At what point of the program does the greatest attrition occur?

DISPLACED HOMEMAKER COORDINATOR INTERVIEW GUIDE
PAGE 2

5. Is there any apparent correlation between attrition and:

   a. Age ____No ____Yes (Comments):

   b. Sex ____No ____Yes (Comments):

   c. Race ____No ____Yes (Comments):

   d. Socioeconomic Status ____No ____Yes (Comments):

   e. What would be necessary to overcome problems related to this factor (these factors)?

6. How many other Displaced Homemaker programs are offered in your area?_____

7. About how many of your graduates (annually):

   a. Are placed by you in local employment? _____(#)

   b. Are placed by you in educational programs? _____(#)

   c. Are placed by you in vocational training programs? _____(#)

8. Based on your knowledge of displaced homemaker programming, do you foresee (over the next five or six years,) that the need for this programming will:

   _____ Increase _____ Stay about the same _____ Decrease

   a. Please explain:

DISPLACED HOMEMAKER COORDINATOR INTERVIEW GUIDE
PAGE 3

9. What do you feel are the strengths of the PA's Displaced Homemaker programs?

10. What do you feel are the weaknesses of the PA's Displaced Homemaker programs?

11. What changes would you make in funding allocations for Displaced Homemakers?

12. What additional steps could the State make to help Displaced Homemakers?

13. Additional comments:

APPENDIX F

Displaced Homemaker Program
Post-participant Interview Guide

University of Pittsburgh APPENDIX F
for
Pennsylvania Department of Education

DISPLACED HOMEMAKER GRADUATE INTERVIEW GUIDE

Name _____ Date _____

Program Attended _____ Interviewer _____

Completion Date: Month _____ Year _____

Current Status: Attending School? _____Yes _____No

If "Yes,", what is your school?_____

Area of Study: _____

Career Goal: _____

Employed? _____Yes _____No

If "Yes," please list occupation._____

If "No," please list reason._____

_____

1. What are your overall feelings about the program you attended?

2. What are your overall feelings about (career) opportunities for you?

3. If you had not attended the Displaced Homemaker Program, what would you have done?

4. What made you decide to enter the Displaced Homemaker Program?

5. How did the Displaced Homemaker Program help you?

6. Are there any program features you feel could have been better addressed during your training?

7. Comments: